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AUTHOR Noffze, Elaine; And Others
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ABSTRACT

This instructional package is one of two designed for regular vocational students on the vocational area of dietetic assistant. The eighty-nine learning modules are organized into three units: nutrition; menu planning and food ordering; and housekeeping and safety. Each module includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information pages (not always included) which explain why the student is performing the activity and provide necessary information; and job step pages which detail steps (visuals included) necessary to do the tasks. (This document and CE 017 576 are one of two sets of learning modules on dietetic assistant written for different student populations. The other set is designed for visually impaired students. The modules are part of a total set of over 1,300 written in a variety of formats. Building maintenance, small engine repair, graphics, and medical assistant are the other vocational fields covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

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TO:

MULTIPLE LEARNING STRATEGIES PROJECT

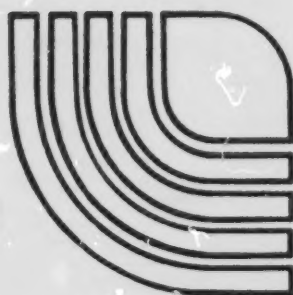
DIETETIC ASSISTANT

[Regular Vocational - VOL 1]

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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EDUCATION

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CE 017 575



Unit: Nutrition

Nutrition

module: 4501 01 001 date: August 1977 level:

skill title: Basic Nutrition Terminology

developed & written by: Elaine Noffze and Donna Seney

visuals by:

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to use basic nutrition terminology by learning the spelling and definitions of terms.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pencil

Program for Nutritional Terminology (P.N.T.)

3 packets of games for module 4501 01 001

WE WILL KNOW YOU CAN DO IT WHEN:

1. You can correctly pronounce and spell the terms listed in this module.
2. You can correctly complete the program for Nutrition Terminology by filling in the blanks with the proper terms.
3. You can correctly complete the games for this module.

INFORMATION

In order to complete this module, you must know the terms listed in the program for Nutrition Terminology.

The following information will help you to understand the terms listed in the Program. Read pages 41-64 in Basic Nutrition and Diet Therapy.

When you finish the assigned readings, begin the Program for Nutrition Terminology provided in this module. The Program consists of a series of frames. A frame is a piece of information plus a blank space. The correct answer for each blank is listed to the right of each frame. You must use a piece of paper to cover the answer column before you begin the Program.

Read each frame and fill in the blank with the proper term. Write your answer on a separate sheet of paper. Check your work after you complete each blank. Do not proceed to the next frame without first checking your work. Be sure not to look at the answers.

When you finish the first two pages of the Program, complete the first packet of games for this module. The games are kept in the classroom. Write the answers down on your own paper.

When you complete a game, check your work. The answers are provided at the end of each game. Be sure you do not look ahead at the answers.

After you finish game packet 1, complete pages 3 and 4 of the Program for Nutrition Terminology. Follow the same procedure used for pages 1 and 2 of the Program. Then, complete game packet number 2 for this module. Follow the same procedure used for game packet 1. After you finish game packet 2, complete page 5 of the Program. Then, complete game packet number 3 for this module.

When you finish with the games, complete the Program for Nutrition Terminology contained in game packet 3. Fill in all the blanks before you check your work. Write down the answers on your own paper.

To check your work, use the answer column in the Program contained in this module.

When you finish with all the games and the Program, give your work to your instructor.

Be prepared to answer any questions your instructor may have.

PROGRAM FOR NUTRITION TERMINOLOGY

Nutrients are the chemical substances in food which are required by the body. The body needs _____ in order to function. All chemical substances, including nutrients, are made up of chemical elements. The basic building blocks of all substances are _____. Carbon, nitrogen, hydrogen, and oxygen are examples of _____. Chemical elements exist as tiny particles called atoms. An _____ is the smallest, most basic unit in which a chemical element exists. When two or more atoms are joined together, they form a molecule. For example, two atoms of hydrogen plus one atom of oxygen join together to form one _____ of water. The substance which results when atoms of chemical elements combine to form molecules is called a chemical compound. Using the above example, atoms of oxygen and hydrogen combine to form molecules of the _____ water. To summarize, _____ are the basic building blocks to all matter and they are composed of _____. Two or more atoms combine to form a _____ of a _____.

nutrients

chemical elements

chemical elements

atom

molecule

chemical compound

chemical elements

atoms

molecule

chemical compound

There are six general categories of chemical compounds which are important nutrients: carbohydrates, proteins, fats, vitamins, minerals, and water. Let us consider the carbohydrates first.

There are three basic kinds of carbohydrates: simple sugars, double sugars, and complex carbohydrates. Monosaccharide is another word which means the same thing as _____.

Monosaccharides are called _____ because their molecules are very small; that is, they do not consist of very many atoms. Glucose, galactose, and fructose are examples of _____.

_____ or _____. Glucose is an important _____ because it is found primarily in the blood and carries energy to all parts of the body. Dextrose is another name for _____.

Fructose is a _____ found in fruits and, to a lesser extent, vegetables. When we talk about blood sugar we are referring to a monosaccharide _____ or _____. When we talk about fruit sugar, we are referring to the monosaccharide _____.

simple sugar

simple sugar

simple sugar

monosaccharides

simple sugar

glucose, simple sugar

glucose, dextrose

fructose

Double sugars are another kind of _____. Disaccharide is another word that means _____. Disaccharides are called _____ because each molecule of a disaccharide consists of two simple sugars which have been chemically joined together to form a single, larger molecule. Lactose, sucrose, and maltose are examples of _____ or _____. Lactose is an important _____ which is found in milk. One molecule of _____ results when one molecule of glucose and one molecule of galactose are chemically joined together. Sucrose is an important _____ which is found in ordinary table sugar. One molecule of _____ results when one fructose and one molecule of glucose are chemically joined together. Maltose is a _____ found in sprouting grains and malt. One molecule of _____ results when two molecules of glucose are chemically joined together. When we talk about malt sugar, we are referring to the disaccharide _____. Notice that the names of all the simple and double sugars end in "ose". Whenever you see "ose" as the last three letters of the name of an unknown chemical compound, you may assume that the chemical compound is a _____. The names of sugars always end in _____. Complex carbohydrates are another kind of _____. Polysaccharide is another word that means _____. Polysaccharides are called _____ because each molecule of a polysaccharide consist of many, perhaps hundreds or thousand of simple sugars which have been chemically joined together. Starch, dextrin, and cellulose are examples of _____ or _____. Starch is a _____ found in grains, potatoes, and root vegetables. One molecule of starch consists of hundreds of glucose molecules which have been chemically joined together. Dextrin is a _____ which results when the starch molecule is partially broken down during digestion. One molecule of dextrin also consists of many glucose molecules which have been chemically joined, but the dextrin molecule contains fewer glucose units than does the starch molecule.

carbohydrates

double sugar
double sugarsdouble sugars
disaccharides
double sugar
lactose

double sugar

sucrose

double sugar
sucrose

maltose

sugar
"ose"carbohydrates
complex carbohydrate
complex carboyhydratescomplex carbohydrates
polysaccharides
complex carbohydrate

complex carbohydrate

Cellulose is the _____ found in whole grains and in the skins and fibers of fruits and vegetables. Cellulose is not digestible, but it is necessary for the intestines to function properly. When you talk about bread and potatoes, you should think of the polysaccharide _____. When you talk about digestion of starch, you should think of the polysaccharide _____. When you talk about the indigestible portion of fruits and vegetables, you should think of polysaccharide _____.

Next, let us consider protein, another important _____. Proteins are very large and complex molecules. Just as a molecule of starch is made up of many molecules of _____ which have been joined together, each protein molecule consists of hundreds or thousands of amino acid molecules which have been chemically joined together in a similar manner. _____ are the basic building blocks of proteins. There are 20 different _____, and these can be combined in different ways to make different _____. The body can break down proteins into their constituent _____ and can use these _____ to build new _____. Eight of the amino acids are considered to be essential; that is, the body cannot make them from other amino acids in the diet. It is important that these _____ be supplied by the diet because they cannot be made by the body. Animal proteins, those proteins coming from meat, fish, poultry, and milk products are particularly rich in _____. The remainder of the amino acids are considered to be non-essential. Although the body needs them, it is able to produce the _____ from other amino acids. When proteins are digested by the body, they are broken up into their constituent _____. As the protein molecule becomes smaller and smaller due to the removal of _____, it is no longer called a protein, even though it still contains more than two _____. These "mini-proteins" are called proteoses, peptones, or polypeptides. These molecules, like protein molecules, consist of several _____ molecules which are chemically joined together; however, they do not contain enough amino acids to be classified as proteins, nor do they exhibit all the chemical and physical properties of proteins. When you think of proteins which are in the process of being digested or chemically broken up into amino acids think of _____, _____, and 8 _____.

complex carbohydrate

starch

dextrin

cellulose

nutrient

glucose

amino acids

amino acids

proteins
amino acids
amino acids
proteins

essential amino
acids

essential
amino acids

non-essential amino
acids
amino acids

amino acids

amino acids

amino acids

proteoses, peptones
polypeptides

Finally, let us consider fat, another important _____. Another name for fat is lipid. Whenever you see the word lipid, think of _____. Fats may exist in solid form, such as shortening, lard, or butter, or they may exist in liquid form, such as vegetable oil. Solid fats and liquid vegetable oils are both _____. Like carbohydrates and proteins, fats are very complex molecules. One molecule of a fat consists of three molecules of fatty acids and one molecule of glycerol which have been chemically joined together. There are many kinds of fatty acids, and they may be combined with _____ to make different types of _____. When fats are digested in the body, they are chemically broken up into their constituent _____ and _____. To review, another word for fats is _____, and the basic building blocks of the fats are _____ and _____.

nutrient

fat

lipids

glycerol
fats (or lipids)fatty acids
glycerol
lipids
fatty acids
glycerol

Carbohydrates, proteins, and fats are important _____; the body needs them in order to function. However, the body cannot use these _____ in the same form as they exist when they are eaten. In order to be utilized by the body, carbohydrates, proteins, and fats must first be chemically broken down into their basic building blocks. Carbohydrates must be broken down into _____, proteins must be broken down into _____, and fats must be broken down into _____ and _____. This chemical reaction of breaking down nutrients into their building blocks takes place during the digestion of food, and requires the action of catalysts. A catalyst is a chemical compound which speeds up (catalyzes) the rate of a chemical reaction. Enzymes are a certain type of _____. Enzymes are named for the chemical substances upon which they act. For example, an enzyme which catalyzes the breakdown of protein into amino acids is called a protease. Lipase is an _____ which catalyzes the breakdown of fats to fatty acids and glycerol. Notice that the names of these enzymes end in "ase". Whenever you see the name of an unknown chemical compound, you may assume that it is the name of an _____ if it ends in "ase". The names of enzymes always end in _____. An enzyme that catalyzes the breakdown of maltose to glucose is called _____. An enzyme that catalyzes the breakdown of sucrose to glucose and fructose is called _____.

nutrients

nutrients

simple sugars
amino acids
fatty acids
glycerol

catalyst

enzyme

enzyme
"ase"

maltase

sucrase

An enzyme that catalyzes the breakdown of lactose to galactose and glucose is called _____.

lactase

When these nutrients have been converted to their basic building blocks, they can be utilized by the body. They are then absorbed into the bloodstream from the small intestine to be used by the body for energy growth, or for repair and maintenance of the body tissues. The process whereby digested nutrients are taken from the small intestine into the bloodstream is called _____.

absorption

Let us briefly mention the three other nutrients; vitamins, minerals, and water. Vitamin A, thiamine, riboflavin, niacin, ascorbic acid, and Vitamin D are examples of important _____. Calcium, iron, iodine, and phosphorus, are examples of important _____. We will be learning more about the vitamins and minerals later, but it is important to know that these important nutrients, as well as water, require little digestion. They are _____ from the small intestine into the bloodstream in much the same form as they exist in food.

vitamins

minerals

absorbed.

WORD FILL-IN

DIRECTIONS: Read the definition and fill-in the appropriate word or words. The first letter of each correct answer has been printed on the blank provided. To help you, all answer words have been listed at the end of the exercise. Use a separate sheet for your answers.

1. G _____ A simple sugar found primarily in the blood and carries energy to all parts of the body.
2. S _____ Any chemical compound that the last three letters of the word are "ose".
3. M _____ When two or more atoms are joined together.
4. L _____ A double sugar found in milk.
5. M _____ Simple sugar.
6. C _____ The substance that results when atoms of chemical elements combine to form molecules.
7. C _____ Carbon, nitrogen, hydrogen and oxygen.
8. F _____ Fruit sugar.
9. D _____ Blood sugar.
10. C _____ Double sugar or disaccharide.
11. N _____ Chemical substances in food which are required by the body.
12. M _____ A double sugar found in sprouting grains and malt.
13. S _____ A double sugar found in ordinary table sugar.
14. P _____ Complex carbohydrate.
15. A _____ Smallest, most basic unit in which a chemical element exists.
16. S _____ Glucose, galactose, and fructose.
17. D _____ Lactose, sucrose, and maltose.

Words to use:

Chemical elements

Sugar

Fructose

Maltose

Simple sugars

Carbohydrate

Chemical compound

Polysaccharide

Disaccharides

Dextrose

Glucose

Lactose

Monosaccharide

Nutrients

Sucrose

Atom

Molecule

SCRAMBLED WORDS

DIRECTIONS: Read the definition, then look at the scrambled letters preceding it. If you unscramble the letters, they will spell the word or words that match the definition. Write the correctly spelled word on a separate sheet of paper.

1. TURTENSIN _____, the chemical substances in food which are required by the body.
2. CCLEMLIAH METSEELN _____, the basic building blocks of all substances.
3. OATM _____, smallest, most basic unit in which a chemical element exists.
4. ELELOCMU _____, two or more atoms joined together.
5. EICHMCLA MODOPUCN _____, the substance that results when atoms of chemical elements combine to form molecules.
6. PSELMI GRSAU _____, monosaccharide.
7. HAMNCRDEOAISOSC _____, glucose, galactose, and fructose.
8. CLGEOUS _____, blood sugar.
9. TXOEERDS _____, Glucose.
10. CETROFSU _____, A simple sugar found in fruits and to a lesser extent vegetables.
11. HOB DY CAREATR _____, double sugars.
12. BELUDO RSGAU _____, disaccharide.
13. CTSLOEA _____, an important double sugar found in milk.
14. CESROSU _____, an important double sugar found in ordinary table sugar.
15. EMOLSAT _____, A double sugar found in sprouting grains and malt.
16. GAURS _____, any chemical compound whose last three letters of its name are "ose".
17. POLMXEC BRHDYCAAROET _____, polysaccharide.

WORD SCRAMBLE

DIRECTIONS: Read the definition, then look at the group of letters that precedes the definition. On a separate sheet, write letters that spell the answer to the definition. The hidden word or words are spelled either going forwards or backwards.

- | | |
|-----------------------------|---|
| 1. jkfcarbohydratetsl | Double sugar. |
| 2. featomcl | Smallest, most basic unit in which a chemical element exists. |
| 3. flesotcalk | An important double sugar found in milk. |
| 4. kesimpletosugarsle | Glucose, galactose, and fructose. |
| 5. rotesoculgte | An important simple sugar because it is found primarily in the blood and carries energy to all parts of the body. |
| 6. xyrstneirtungh | Chemical substances in food which are required by the body. |
| 7. fahesotcurfto | Fruit sugar. |
| 8. denmoleculest | When two or more atoms are joined together. |
| 9. oiedisaccharidesct | Lactose, sucrose, and maltose. |
| 10. xtstnemlexrlacimehcro | Carbon, nitrogen, hydrogen and oxygen. |
| 11. yeesortxedb | Blood sugar. |
| 12. nmmonosaccharidese | Simple sugar. |
| 13. riaesotlampq | A double sugar found in sprouting grains and malt. |
| 14. stchemicalrycompoundeia | Substance which results when atoms of chemical elements combine to form molecules. |
| 15. etardyhobraccxelpmoc | Polysaccharide. |
| 16. teoesorcusfa | An important double sugar found in ordinary table sugar. |
| 17. fasugarto | Any chemical compound whose last three letters of its name are "ose". |

Answers to Word Fill-In

1. Glucose
2. Sugar
3. Molecule
4. Lactose
5. Monosaccharide
6. Chemical compound
7. Chemical elements
8. Fructose
9. Dextrose
10. Carbohydrate
11. Nutrients
12. Maltose
13. Sucrose
14. Polysaccharide
15. Atom
16. Simple sugars
17. Disaccharides

Answers to Word Scramble

1. jkcarbohydratersl
2. featomrl
3. flesotcalk
4. kesimpletsugarsle
5. rotesoculgte
6. xynstneirtungh
7. fahestocurito
8. dermoleculest
9. oiedisaccharidesct
10. ststnemelexflacimehcro
11. yesortxedp
12. mmmonosaccharidese
13. riaesotlampq
14. stchemicalrycompoundeia
15. etardyhobrackelpmoc
16. teoesorcusfa
17. fasugarco

MISSING LETTERS

DIRECTIONS: Read each definition and write the correct answer on a separate sheet. Clues and a word list have been provided.

1. _ _ _ _ e _ o _
Needed with fatty acids to make up a molecule of fat.
2. " _ s _"
Names of enzymes always ending with these three letters.
3. _ _ a _ _ _
Polysaccharide bread and potatoes.
4. a _ i _ o _ a _ i _ _
Basic building blocks of protein.
5. _ _ o _ e o _ e _
_ e _ _ o _ e _
_ o _ _ _ e _ _ i _ e _
"Mini proteins", proteins which are in the process of being digested or chemically broken down into amino acids.
6. e _ _ _ _ e
A certain type of catalyst. They are named for the chemical substance upon which they act.
7. _ e _ _ u _ o _ e
Indigestible portion of fruits and vegetables.
8. _ u _ _ i e _ _ _
Chemical substances in food which are required by the body.
9. _ a _
An important nutrient made up of very complex molecules.
10. _ a _ _ a _ e
An enzyme that catalyzes the breakdown of maltose to glucose.
11. _ _ o _ e i _ _ _
An important nutrient. Each protein molecule consists of hundreds of amino acid molecules which have been chemically joined.
12. _ o _ _ _ e _
_ a _ _ o _ _ _ _ a _ e
Cellulose found in whole grains and in the skins and fibers of fruits and vegetables.
13. _ _ u _ o _ e
A simple sugar found primarily in the blood and carries energy to all parts of the body.
14. _ a _ a _ _ _ _
A chemical compound which speeds up the rate of a chemical reaction.

15. _ u _ _ a _ e

An enzyme that catalyzes the breakdown of sucrose to glucose and fructose.

16. _ a _ _ _ a _ _ _ _

Basic building blocks of the fats.

17. _ i _ i _ _

Solid fats and liquid vegetable oils.

18. e _ _ e _ _ i a _

Eight amino acids which are needed and cannot be made by the body. They are supplied by milk products and animal proteins.

a _ i _ o a _ i _ _

19. _ i _ _ _ e _ u _ a _

Words to use:

Glycerol

Starch

Fatty acids

Glucose

Nutrients

Cellulose

Simple sugar

Complex carbohydrate

Catalyst

Amino acids

Enzyme

Proteins

Ase

Essential amino acids

Maltase

Fat

Sucrase

Lipids

Proteoses, Peptones,
polypeptides

Answers to Missing Letters

1. Glycerol
2. Ase
3. Starch
4. Amino acids
5. Proteoses
Peptones
Polypeptides
6. Enzyme
7. Cellulose
8. Nutrients
9. Fat
10. Maltase
11. Proteins
12. Complex carbohydrate
13. Glucose .
14. Catalyst
15. Sucrase
16. Fatty acids
17. Lipids
18. Essential amino acids
19. Simple sugar

BINGOWORD LIST

cellulose	Indigestible portion of fruits and vegetables.
complex carbohydrate	Cellulose found in whole grains and in the skins and fibers of fruits & vegetables
amino acids	Basic building blocks of protein
proteins	An important nutrient. Each molecule consists of hundreds of amino acid molecules which have been chemically joined
essential amino acids	8 amino acids which are needed and cannot be made by the body
glycerol	Needed with fatty acids to make up a molecule of fat
fatty acids	Basic building blocks of the fats
nutrients	Chemical substances in food which are required by the body
simple sugar	Carbohydrates that are broken down so the body may utilize them
catalyst	A chemical compound which speeds up the rate of a chemical reaction
enzyme	A certain type of catalyst. They are named for the chemical substances upon which they act.
"--ase--"	Names of enzymes always end in --ase.
maltase	An enzyme that catalyzes the breakdown of maltose to glucose.
sucrase	An enzyme that catalyzes the breakdown of sucrose to glucose and fructose
starch	Bread and potatoes - poly saccharide
glucose	A simple sugar found primarily in the blood and carries energy to all parts of the body

BINGO WORD LIST

lipids	Solid fats and liquid vegetable oils
proteoses peptones polypeptides	"mini-proteins" proteins which are in the process of being digested or chemically broken down into amino acids
non-essential amino acids	Needed by the body but the body can produce them from other amino acids
fat	An important nutrient made up of very complex molecules.

LIPIDS	PROTEOSES	AMINO ACIDS	CELLULOSE
FAT	PROTEINS	COMPLEX CARBOHYDRATE	GLUCOSE
ESSENTIAL AMINO ACIDS	STARCH	SUCRASE	MALTASE
"-ASE"	CATALYST	ENZYME	NUTRIENTS
GLYCEROL	FATTY ACIDS	NUTRIENTS	SIMPLE SUGAR
CATALYST	ENZYME	GLUCOSE	STARCH
SUCRASE	MALTASE	"-ASE"	SIMPLE SUGAR
GLUCOSE	AMINO ACIDS	CELLULOSE	PROTEINS

PROTEINS	AMINO ACIDS	PROTEOSES	FAT
NON-ESSENTIAL AMINO ACIDS	COMPLEX CARBOHYDRATE	PEPTONES	LIPIDS
GLYCEROL	FATTY ACIDS	POLYPEPTIDES	CATALYST
ENZYME	SIMPLE SUGAR	STARCH	MALTASE
NUTRIENTS	CATALYST	"-ASE"	SUCRASE
GLUCOSE	GLYCEROL	CELLULOSE	AMINO ACIDS
ESSENTIAL AMINO ACIDS	PEPTONES	FAT	FATTY ACIDS
ENZYME	PLOYPEPTIDES	PROTEINS	SIMPLE SUGAR

ABSORPTION

VITAMIN

PHOSPHORUS

NUTRIENTS

LACTASE

MINERAL

THIAMINE

ABSORBED

24

FREE SPACE

MINERAL

RIBOFLAVIN

PROCESS WHERE BY
DIGESTED NUTRIENTS
ARE TAKEN FROM THE
SMALL INTESTINE INTO
THE BLOOD STREAM

CALCIUM

AN ENZYME THAT CATALYZES
THE BREAKDOWN OF LACTOSE
TO GALACTOSE AND GLUCOSE

VITAMINS,
MINERALS,
WATER

FREE SPACE

LITTLE DIGESTION TAKES
PLACE; SOME NUTRIENTS ARE
FOUND IN THE BLOODSTREAM
IN MUCH THE SAME FORM AS
THEY EXIST IN FOOD

VITAMIN

25

26

ABSORPTION

MINERALS

LACTASE

ABSORBED

VITAMINS

THE PROCESS WHEREBY DIGESTED NUTRIENTS ARE TAKEN FROM THE
SMALL INTESTINE INTO THE BLOODSTREAM

EXAMPLES ARE CALCIUM, IRON, IODINE, AND PHOSPHORUS

AN ENZYME THAT CATALYZES THE BREAKDOWN OF LACTOSE TO
GALACTOSE AND GLUCOSE

THE VITAMINS AND MINERALS, REQUIRE LITTLE DIGESTION BUT ARE
TAKEN INTO THE BLOODSTREAM FROM THE SMALL INTESTINE IN MUCH
THE SAME FORM AS THEY EXIST IN FOOD

IMPORTANT VITAMINS ARE VITAMIN A, THIAMINE, RIBOFLAVIN,
NIACIN, ASCORBIC ACID AND VITAMIN D

BASIC BUILDING BLOCKS OF THE FATS

EIGHT AMINO ACIDS WHICH ARE NEEDED AND CANNOT BE MADE BY THE BODY, WE GET THEM FROM MILK PRODUCTS AND ANIMAL PROTEINS

AN IMPORTANT NUTRIENT MADE UP OF VERY COMPLEX MOLECULES

NEEDED WITH FATTY ACIDS TO MAKE UP A MOLECULE OF FAT

CARBOHYDRATES THAT ARE BROKEN DOWN SO THE BODY MAY UTILIZE THEM

INDIGESTIBLE PORTION OF FRUITS AND VEGETABLES

NAMES OF ENZYMES ALWAYS END IN - ASE

SOLID FATS AND LIQUID VEGETABLE OILS

CELLULOSE FOUND IN WHOLE GRAINS AND IN THE SKINS AND FIBERS OF FRUITS AND VEGETABLES

A CERTAIN TYPE OF CATALYST, THEY ARE NAMED FOR THE CHEMICAL SUBSTANCES UPON WHICH THEY ACT

BREAD AND POTATOES/POLYSACCHARIDE

BASIC BUILDING BLOCKS OF PROTEIN

CHEMICAL SUBSTANCES IN FOOD WHICH ARE REQUIRED BY THE BODY

AN ENZYME THAT CATALYZES THE BREAKDOWN OF MALTOSE TO GLUTOSE

A SIMPLE SUGAR FOUND PRIMARILY IN THE BLOOD AND CARRIES ENERGY TO ALL PARTS OF THE BODY

AN IMPORTANT NUTRIENT, EACH MOLECULE CONSISTS OF HUNDREDS OF AMINO ACIDS MOLECULES WHICH HAVE BEEN CHEMICALLY JOINED

A CHEMICAL COMPOUND WHICH SPEEDS UP THE RATE OF A CHEMICAL REACTION

AN ENZYME THAT CATALYZES THE BREAKDOWN OF SUCROSE TO GLUCOSE AND FRUCTOSE

"MINI PROTEINS" PROTEINS WHICH ARE IN THE PROCESS OF BEING DIGESTED OR

CHEMICALLY BROKEN DOWN INTO AMINO ACIDS

NEEDED BY THE BODY BUT THE BODY CAN PRODUCE THEM FROM OTHER AMINO ACIDS

FREE

FATTY ACIDS

ESSENTIAL AMINO ACIDS

FAT

GLYCEROL

SIMPLE SUGAR

CELLULOSE

"-ASE"

LIPIDS

COMPLEX CARBOHYDRATE

ENZYME

STARCH

AMINO ACIDS

NUTRIENTS

MALTASE

GLUCOSE

PROTEINS

CATALYST

SUCRASE

NON-ESSENTIAL AMINO ACIDS

PROTEOSES, PEPTONES AND

POLYPEPTIDES

FREE SPOT



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 002 date: 12/77 level: II

skill title: Digestive System and Basic Nutrition Terminology

developed & written by: Barbara MacKinnon

visuals by: _____

WORD GUIDE

DIGESTION - All the chemical and physical processes by which a food is broken down into its constituent nutrients.

PERFORMANCE OBJECTIVEYou are going to learn:

How to describe in detail the digestive processes taking place as you trace the passage of a meal through the digestive system.

And in order to do this you will need:

Paper

Pencil

Slide tape on digestion

We will know you can do it when:

1. You tell what processes take place in each part of the digestive tract.
2. You can identify the anatomy of the digestive system and the functions of each part of the system.
3. You know the correct spelling and pronunciation of the major parts of the digestive system.

INFORMATION

Watch the slide tape on the digestive system.

After you have watched the slide tape, read this information.

Robinson, Basic Nutrition and Diet Therapy, page 5, Table 1-1; page 22, figure 3-1; Chapter 3, pages 20-27; Chapter 8, pages 65-73.

Health and Growth, #6, pages 190-193.

How Your Body Uses Food, pages 18-22.

You will need to study the following list of words and their definitions before going on to the job steps.

Digestion - All the chemical and physical processes by which a food is broken down into its constituent nutrients.

Hydrolysis - A chemical process by which the complex nutrients - carbohydrates, proteins and fats are broken down to simple sugars, amino acids and fatty acids and glycerol.

Salivary Glands - Glands located in the mouth which produce saliva. The three groups of salivary glands are the parotid glands, the sublingual glands, and the submaxillary glands.

Esophagus - Long, muscular tube leading from the mouth to the stomach.

Stomach - Part of the digestive system where food is mechanically broken down and where protein is partially digested. The stomach also acts as a temporary storage place for food.

Small Intestine - Part of the digestive system where food is further broken down by mechanical and chemical action. Carbohydrates, fats, and some proteins are broken down in the small intestine, and nutrients are also absorbed into the bloodstream here. The three parts of the small intestine are the duodenum, the jejunum, and the ileum.

Bile - Substance which is produced in the liver and which is needed in order for fats to be digested by lipases.

INFORMATION

Liver - Digestive organ which produces bile.

Gallbladder - Small sac-like digestive organ which acts as a storage place for bile. When bile is needed to help digest food (particularly fats) in the small intestine, the gallbladder releases bile into the small intestine.

Pancreas - Digestive organ which produces many of the enzymes needed for digestion of carbohydrates, proteins, and fats in the small intestine.

Chyme - Liquid mixture of partially digested food and digestive juices.

Large Intestine - Part of the digestive system where water is reabsorbed from the intestinal contents to form the feces. The four parts of the large intestine are the secum, colon, rectum, and anus.

JOB STEPS

1. Study these questions and be sure you can answer them.
 - a. What is digestion?
 - b. What two things happen to food in the mouth? What nutrient is partially digested in the mouth? What enzyme digests this nutrient?
 - c. What are the functions of the stomach? What does hydrochloric acid in the stomach do? What specific nutrients are digested in the stomach? What enzymes digest these nutrients?
 - d. What are the three parts of the small intestine? What nutrients are digested in the small intestine? What enzymes digest these nutrients? Where are these enzymes produced?
 - e. What does the liver do? What is bile and what does it do? What does the gallbladder do? What is the function of the pancreas? What digestive enzymes does the pancreas produce and what nutrients do these enzymes digest?
 - f. What is the function of the large intestine?
2. Take this self-check quiz.
 1. A chemical process where starch combines with water and changes into simple sugars, fats into glycerol and proteins into amino acids is called:
 - A. Digestion
 - B. Protease
 - C. Hydrolysis
 - D. Glucose
 2. The three saliva glands in the mouth are called:
 - A. Sublingual, Lingual and Bilingual
 - B. Paratid, Aparthied and Sublingual
 - C. Paratid, Sublingual and Submaxillary
 - D. Paratid, Sublingual, Maxillary
 3. The basic building blocks of food are:
 - A. Vitamins, Minerals, and Proteins
 - B. Simple sugars, amino acids, fatty acids, glycerol
 - C. Glucose, Alkaline, Insulin

JOB STEPS

4. The Pancreas produces enzymes called:
 - A. Amylase, duodenum, and bile
 - B. Protease, Amylase, Piepaste
 - C. Protease, Amylase, and Lipase
5. Produces bile:
 - A. Gallbladder
 - B. Liver
 - C. Pancreas
 - D. Kidneys
6. The three parts of the small intestine are:
 - A. Colon, secum, anus
 - B. Duodenum, jejunum, secum
 - C. Colon, secum, ileum
 - D. Duodenum, jejunum, ileum
7. The four parts of the large intestine are:
 - A. Colon, secum, rectum, ileum
 - B. Colon, secum, rectum, anus
 - C. Duodenum, jejunum, secum, anus
 - D. Secum, rectum, colon, jejunum
8. Fats, proteins, and carbohydrates are broken down in the small intestine by enzymes produced in the:
 - A. Pancreas
 - B. Liver
 - C. Gallbladder
 - D. Zorch
9. Two important functions of hydrochloric acid in the stomach are:
 - A. Cleaning teeth and producing pepsin.
 - B. Aiding pepsin and reducing the action of bacteria.
 - C. Producing chyme and pepsin.
 - D. Destroying bacteria and breaking down stomach acids.

JOB STEPS

10. Aids digestion by assisting in chemical actions without becoming part of digested compounds:
- A. Chyme
 - B. Enzyme
 - C. Hydrochloric Acid
 - D. Pepsi
 - E. Coke
11. Where most of the digestion of food takes place:
- A. Small Intestine
 - B. Large Intestine
 - C. Pancreas
 - D. Stomach
12. The function of the large intestine is to:
- A. Prepare food for the stomach.
 - B. Get rid of solid waste from body.
 - C. Store food until it can be digested by the small intestine.
 - D. Develop enzymes to be stored in the gallbladder.
13. The basic building blocks are absorbed into the:
- A. Pancreatin Juices
 - B. Bloodstream
 - C. Cell Nucleus
 - D. Liver
14. The liquid mixture of partially digested food and digestive juices found in the stomach and duodenum is called:
- A. Bile
 - B. Chyme
 - C. Glycerol
 - D. Thyme
15. Function of the stomach is:
- A. Storehouse for food, proteins partially digested and food mechanically broken down.
 - B. To do most of the digestion our bodies need.
 - C. Crush the food sent to the large intestine.
 - D. To make us rolly polly.

JOB STEPS

16. Digestion is:

- A. The mechanical breaking down of foods into usable sizes.
- B. Controlled by enzymes to break down protein, fatty acids and vitamins.
- C. A process changing food into a form that cells can use.
- D. A process that changes food into vitamins and minerals.

3. Check your answers.

- | | |
|------|-------|
| 1. C | 9. B |
| 2. C | 10. B |
| 3. B | 11. A |
| 4. C | 12. B |
| 5. B | 13. B |
| 6. D | 14. B |
| 7. B | 15. A |
| 8. A | 16. C |

4. Now, without the aid of the textbook, either

- a. Write a 1 to 2 page summary describing the digestive process in detail, or
- b. Verbally summarize the digestive process in detail to the instructor.



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 003 date: 4-12-77 level:

skill title: Planning a Nutritious Menu

developed & written by: Mary Noel and Eleanor Trithart

visuals by:

WORD GUIDE

ENRICHED - to add vitamins, minerals to bread and flour.

CITRUS FRUIT - the fruit of lemons, limes, oranges, grapefruits and pineapples.

PERFORMANCE OBJECTIVEWhat you will learn:

How to plan a nutritious menu for one day, using the basic four food guide.

And in order to do this you will need:

Paper

Pencil with eraser

Guide to Good Eating (Basic Four Food Groups)

Sample menu form

We will know you can do it when:

You have written one day's nutritious menu for a teenager that includes four or more glasses of milk or milk products, two or more servings of meat, fish, poultry or eggs, four or more servings of fruits and vegetables including dark green or yellow vegetable and a citrus fruit, and four or more servings of breads and cereals.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
Read these pamphlets completely: <u>Food Is More Than Just Something To Eat</u> <u>A Guide To Good Eating</u> <u>Meal Time!</u> <u>Happy Time!</u>		

JOB STEPS

1. Do questions on next page.
2. Check for right answers with instructor.
3. Plan three meals and one snack with the following steps:
 - a. Go to the breakfast section of the menu.
 1. decide on meat for meal
 2. decide on fruit for meal
 3. decide on bread or cereal for meal
 4. decide on milk for meal
 - b. Go to the lunch section of the menu.
 1. decide on meat or main dish for meal
 2. decide on fruit and/or vegetable for meal
 3. decide on bread or cereal for meal
 4. decide on milk for meal
 - c. Go to the dinner section of the menu.
 1. decide on meat or main dish for meal
 2. decide on fruit and/or vegetable for meal
 3. decide on bread or cereal for meal
 4. decide on milk for meal
 - d. Go to snack section on the menu.
 1. decide on fruit and/or vegetable
 2. decide on milk

QUESTIONS FOR JOB STEP 3

1. How many glasses of milk each day does an adult need?
How many glasses of milk each day does a child need?
How many glasses of milk each day does a teenager need?
2. How many servings of meat each day does an adult need?
How many servings of meat each day does a child need?
How many servings of meat each day does a teenager need?
What can you use in the place of meat servings? (list three)
3. How many servings of fruits and vegetables each day does an adult need?
How many servings of fruits and vegetables each day does a child need?
How many servings of fruits and vegetables each day does a teenager need?
What types of fruits and vegetables does an adult need?
What types of fruits and vegetables does a child need?
What types of fruits and vegetables does a teenager need?
4. How many servings of breads and cereals each day does an adult need?
How many servings of breads and cereals each day does a child need?
How many servings of breads and cereals each day does a teenager need?

BASIC 4
FOOD GUIDE

SAMPLE

BREAKFAST

LUNCH

DINNER

SNACK

MILK (4)

1 cup milk (1)

1 cup chocolate
milk (2)

1 cup milk (3)

1 cup hot
chocolate (4)

MEAT (2)

1 scrambled
egg (1)Sandwich
1 slice bologna
(2)

1 pork chop (3)

VEGETABLES
AND FRUITS (4)1/2 cup orange
juice (1)lettuce &
tomato (2)
banana (3)1/2 cup mashed
potatoes (4)
1/2 cup broccoli (5)

apple (6)

BREADS AND
CEREALS (4)2 slices toast
(1, 2)2 slices bread
(3, 4)

1 biscuit (5)

extras
margarine
jellyextras
mustard
dill pickleextras
margarine

YOUR MENU

7
BASIC 4
FOOD GUIDE

BREAKFAST

LUNCH

DINNER

SNACK

MILK (4)

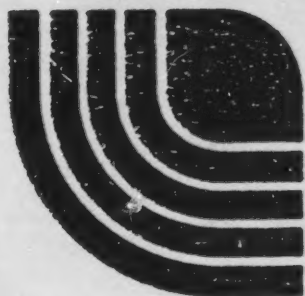
MEAT (2)

VEGETABLES
AND FRUITS (4)

46
BREADS AND
CEREALS (4)

47

1-3



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 004 date: 4-7-77 level:

skill title: Obtaining a Diet Recall

developed & written by: Mary Noel and Eleanor Trithart

visuals by: Sherri Baker



PERFORMANCE OBJECTIVE

You are going to learn:

How to obtain a diet recall.

And in order to do this you will need:

Patient (classmate)

Diet Recall Form

Pencil and Eraser

We will know you can do it when:

You are able to use the diet recall form to obtain information about the patient's eating habits.

INFORMATION

MATERIALS

LOCATION OF
MATERIALS

Read the following before completing
this module:

Handbook of Diet Therapy,
Dorthea Turner, pages 127-135

JOB STEPS

- NOTE: 1) Do not make any unnecessary remarks about the patient's diet.
- 2) Try to get facts only.



1. Get a diet recall form, then read the example interview below.

You: Good morning, I am here to find out what you usually eat.

Classmate: Good morning, I'll try to answer your questions.

You: OK, let's get started. When do you eat your first meal?

Classmate: Oh, about 9:30 in the morning.

You: What do you have then?

Classmate: A piece of toast.

You: Usually -- how many pieces of toast?

Classmate: Maybe two.

You: Anything on the two pieces of toast?

Classmate: I like margarine on one piece and jelly on the other.

You: Do you know how much margarine?

Classmate: Probably one teaspoon.

JOB STEPSExample Interview (cont.)

You: And, how much jelly?

Classmate: The same.

You: Do you have anything else for breakfast?

Classmate: A glass of milk and some orange juice.

You: How many of those do you drink?

Classmate: One large glass of milk and one small glass of orange juice.

You: (continue through the rest of the day as you started it -- be sure to include any information on regular between-meal "snacking" that the patient can recall).

2. Choose a classmate to do a diet recall.
3. Explain to your classmate exactly what you will do.
4. When you ask questions of your classmate, do not suggest the answers you want to hear. Let your classmate say what he/she wants to say.
5. Listen carefully and write down all answers on the Diet Recall form.
6. Check the Diet Recall form with your instructor.

1-4

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DIET RECALL FORM

MEALS

Meal	Meal	Meal	Snack



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 005 date: 3/77 level: 2

skill title: Evaluating a Diet Recall (Quick Method)

developed & written by: Mary Noel and Eleanor Trithart

visuals by: _____

PERFORMANCE OBJECTIVE

You are going to learn:

How to grade a diet recall using the quick method.

And in order to do this you will need:

1. Diet recall on the Diet Recall Form.
2. Pencil with eraser.

We will know you can do it when:

You can correctly evaluate a Diet Recall Form.

INFORMATION

The following information will help you to evaluate a diet recall:

U of M Diet Manual, Pages 275-278

"A Guide To Good Eating", Basic Nutrition And Diet Therapy Robinson, Pages 28-36

The Great Vitamin Mystery

INFORMATIONCalcium -

Functions: A mineral which is a basic structural element of bones and teeth. Calcium is also necessary for blood clotting, proper function of the heart and muscles, and transmission of nerve impulses.
Good sources: Milk, cheese, cottage cheese, ice cream, & vegetable greens.

Vitamin C - Ascorbic acid -

Functions: A vitamin which is essential for normal structure of the connective tissues of the body, proper healing of wounds, and resistance to infections.
Good sources: Citrus fruits, orange, grapefruit, lemon, lime; strawberries, cantaloupe, tomatoes, green peppers, broccoli, raw greens, cabbage, & potatoes.

Vitamin A -

Functions: A vitamin which is essential for normal structure of the epithelium (top layers of skin), mucous membranes, bones, and teeth. Vitamin A is also needed to prevent night-blindness.
Good sources: Liver, egg yolk, dark green and deep yellow vegetables, deep yellow fruits such as apricots and cantaloupe, butter, whole milk, cream, cheddar type cheese, & ice cream.

Iron -

Functions: A mineral which is necessary for proper structure and function of the red blood cell.
Good sources: Liver, other meats, eggs, dried beans and peas, green leafy vegetables, prunes, raisins, dried apricots, enriched or whole grain bread and cereals.

Vitamin B1 or Thiamine -

Functions: A vitamin which is necessary for the burning of glucose in the body to obtain energy, good appetite and digestion, and normal function of the nervous system.
Good sources: Pork, other meats, fish, poultry, eggs, enriched or whole grain bread and cereals, dried beans and peas, potatoes, broccoli, & collards.

INFORMATIONVitamin B2 - Riboflavin -

Functions: Another vitamin which is necessary for the burning of glucose in the body to obtain energy.
Good sources: Milk, cheese, ice cream, meat (especially liver), fish, poultry, & eggs.

Niacin -

Functions: Another B-complex vitamin which is necessary for the breakdown of glucose in the body to obtain energy, normal appetite and digestion, normal function of the nervous system.
Good sources: Peanut butter, meat, fish, poultry, milk, enriched or whole grain bread and cereals.

Vitamin D - The Sunshine Vitamin -

Functions: A vitamin which is necessary for normal development of the bones and teeth before birth, during infancy, and during childhood.
Good sources: Vitamin D milk, fish liver oils, sunshine on skin (not a food).

Phosphorus -

Functions: It is a mineral that helps build bones and teeth. It also helps regulate many internal activities of the body.
Good sources: Liver, fish, poultry, eggs, cheese, milk, whole grain cereals, nuts & legumes.

Magnesium -

Functions: It is a mineral that that helps regulate nervous irritability and muscle contraction.
Good sources: Oats, wheat, bran, crab, shrimp, nuts, dried peas and beans, corn, currants, & soybeans.

Potassium -

Functions: It is a mineral needed for proteins, for enzyme function in the cells, and for maintenance of fluid balance.
Good sources: Milk, meat, bananas, orange juice, bran, wheat germ, nuts, seeds, & molasses.

INFORMATIONDeficiency disease -

A disease resulting from an inadequate intake of a nutrient.

Scurvy -

Deficiency disease resulting from an inadequate intake of vitamin C.

Iron deficiency anemia -

Condition which may result from an inadequate intake of iron.

Beriberi -

Deficiency disease resulting from an inadequate intake of thiamine.

Pellegra -

Deficiency disease resulting from an inadequate intake of niacin.

Rickets -

Deficiency disease resulting from an inadequate intake of vitamin D.

JOB STEPS

1. Get your materials needed from your instructor.
2. Do all readings.
3. Go through menu. Then, check off each food item with the appropriate food group.
4. Total each of the food group check marks.
 - a. Start with milk group.
 - b. Then meat group.
 - c. Then vegetables and fruits group.
 - d. The bread and cereal group.
5. Ask yourself the following questions:

a. Does milk group have four cups?	yes or no
b. Does meat group have two servings?	yes or no
c. Does vegetables and fruits group have four servings?	yes or no
Is there one leafy green or yellow vegetable?	yes or no
d. Is there one citrus fruit or tomato serving?	yes or no
e. Does bread and cereal group have four servings?	yes or no
6. If answers to step 5 are yes, then diet is good.
7. Check with instructor to see if your answers are right.
8. If answers are right, go to your Diet History Form. Then do job steps 3 through 6 on Diet History Form.
9. Check with instructor to see if your answers are right.

DIET HISTORY FORM

MEALS	EXTRAS	MILK (4)	MEAT (2)	VEGETABLE leafy green & yellow (4) Fruits citrus or tomato	Bread & Cereal (4)
<u>BREAKFAST</u> 1 scrambled egg Ham 2 slices toast 1/2 grapefruit 1 cup milk <u>LUNCH</u> cup vegetable soup sandwich cheese 2 slice bread pear 1 cup milk <u>DINNER</u> Pot roast Baked potato with margarine Tossed Salad Broccoli Baked Apple with ice cream 1 cup milk <u>SNACK</u> 1 cup yoghurt				citrus fruit	
TOTAL		5	4	7	4

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dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 006 date: 3/77 level:

skill title: Using Bowes and Church, a Handbook of Tables of
Food Composition

developed & written by: Mary Noel and Elizabeth Trithart

visuals by:

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to use Bowes and Church, a handbook of tables of food composition.

AND IN ORDER TO DO THIS YOU WILL NEED:

Bowes and Church, A Handbook of Tables of Food Composition

A list of items to look up

A pencil with eraser

WE WILL KNOW YOU CAN DO IT WHEN:

You can complete a list of foods and all the correct numbers for food values from Bowes and Church, in one hour, without making any mistakes.

INFORMATION

Study these words before going on with the job steps. These will help you understand the exercise in the job steps.

WordsMeaning

Calories

Food energy.

Fiber

The part of food which people cannot digest.

Fatty Acids,
Polyunsaturated

Necessary fatty acids which have many double chemical bonds.

Tryptopan

Phenlalaniug

Each of these is an amino acid which is a part that makes up the whole of protein.

Leucine

Isoleucine

Lysine

Valine

Methionine

Threonine

Sodium

A mineral which is very common in foods, commonly known as part of salt (NaCl).

Potassium

A mineral.

Calcium

A mineral found in bones, and milk products.

Magnesium

A mineral.

Phosphorus

A mineral.

Iron

A major mineral which carries oxygen in the blood.

INFORMATIONWords

Thiamine

Riboflavin

Nican

Ascorbic Acid
(Vitamin C)

Vitamin A

Vitamin B

Meaning

All of these are vitamins which
are important to help food in
the body be used.

JOB STEPS

1. Without using Bowes and Church, fill in all the correct names for the abbreviations on page 6.
2. Check answer sheet on page 10 to see if abbreviations are correct. If not, without looking at book, re-do until they are correct. If they are correct, go on to job step 3.
3. Using the index in Bowes and Church, number three through six look up each food listed on page 6. Turn to appropriate page. Then write correct numbers on page 8.
4. Check with instructor to make certain that page 6 is correct. If not, ask instructor to help so you can re-do it if not correct. If it is correct, then you are finished.

Note: The cheese group has been completed for you.

ABBREVIATIONS AND SYMBOLS USED

Do not write on this page. Use a separate sheet of paper for your answers.

- | | |
|---------------|----------------|
| 1. ASC _____ | 16. mcg _____ |
| 2. Ca _____ | 17. MET _____ |
| 3. CAL _____ | 18. Mg _____ |
| 4. CHO _____ | 19. mg _____ |
| 5. FAP _____ | 20. Na _____ |
| 6. FAT _____ | 21. NIA _____ |
| 7. Fe _____ | 22. oz. _____ |
| 8. FiB _____ | 23. P _____ |
| 9. gm _____ | 24. PHA _____ |
| 10. ISL _____ | 25. PRO _____ |
| 11. iu _____ | 26. RIB _____ |
| 12. K _____ | 27. Tbsp _____ |
| 13. LEU _____ | 28. THi _____ |
| 14. lb. _____ | 29. THR _____ |
| 15. LYS _____ | 30. TRP _____ |
| | 31. tsp _____ |

1-6

7

32. VAL _____

33. VIA _____

34. VID _____

35. WT. _____

Check your work. The answer sheet is on page 10.

Items to Look up

Directions:

Write in amount and unit of measure of each nutrient.

1. Sodium content of 1 cup whole milk_____.
2. Iron content of 3 1/2 oz. of beef liver_____ and 1/2 lb. beef rib roast_____.
3. Riboflavin content of 3 1/2 oz. pork picnic shoulder_____ and 3 1/2 oz. broiler chicken_____.
4. Vitamin A content of 2/3 cup cooked carrots_____ and 2/3 cup cooked peas_____.
5. Calorie content of 1/6 of a 9-inch apple pie_____ and 1 medium fresh apple_____.
6. Carbohydrate content of 2/5 cup prune juice_____ and 2/5 cup tomato juice_____.
7. Protein content of 3/4 cup cooked white rice_____.
8. Phenylalanine content of 1 cup whole milk_____.
9. Fat content of 1 small raw tomato_____ and 1 teaspoon butter_____.
10. Potassium content of 2/5 cup fresh orange juice_____ and 1 6-inch banana_____.
11. Calcium content of 3 1/2 oz. creamed cottage cheese_____ and 1 oz. cream cheese_____.
12. Vitamin A content of 1 medium chicken egg_____.
13. Vitamin D content of 1 cup fortified skim milk_____ and 1 tsp. butter_____.
14. Thiamine content of 1 slice enriched white bread_____ and white cake_____.
15. Cholesterol content of 100 gm. egg yolks_____.

FOOD VALUES OF PORTIONS COMMONLY USED

FOOD	WT. gm.	CAL PRO gm.	CHO FIB gm.	FAT FAP gm.	TRP PHA mg.	LEU ISL mg.	LYS VAL mg.	MET THR mg.	Na K mg.	Ca mg mg.	P Fe mg.	THI Rib mcg	NIA ASC mg.	VIA VID IU	Page found on
Cheese Process American 1 ounce	28 6.5	107 0	0.5 .3	8.4 351	91 436	631 468	475 240	169 22	318 (13)	195 .3	216 110	6 (0)	tr	(340)	P. 23
Bacon Broiler or Fried Crisp 3 strips	23														P. 51
Blueberries Raw 5/8	100														P. 40
Asparagus Raw 5 to 6 Spears	100														P. 77
Peanuts Roasted With skins 3 1/2 ounces	100														P. 60
Noodles-egg Cooked 70 Enriched 1 cup	160														P. 13

Answer Sheet

ABBREVIATIONS AND SYMBOLS USED

Do not write on this page. Use a separate sheet of paper for your answers.

- | | |
|--|-------------------------|
| 1. ASC - Ascorbic Acid | 23. P - Phosphorus |
| 2. Ca - Calcium | 24. PHA - Phenylalanine |
| 3. CAL - Calories | 25. PRO - Protein |
| 4. CHO - Carbohydrate | 26. RIB - Riboflavin |
| 5. FAP - Fatty Acid
polyunsaturated | 27. Tbsp - Tablespoon |
| 6. FAT - Fat | 28. THi - Thiamin |
| 7. Fe - Iron | 29. THR - Threonine |
| 8. FiB - Fiber | 30. TRP - Tryptophan |
| 9. gm - gram | 31. tsp - teaspoon |
| 10. ISL - Isoleucine | 32. VAL - Valine |
| 11. iu - international units | 33. VIA - Vitamin A |
| 12. K - Potassium | 34. VID - Vitamin D |
| 13. LEU - Leucine | 35. WT. - Weight |
| 14. lb. - pound | |
| 15. LYS - Lysine | |
| 16. mcg - micrograms | |
| 17. MET - Methionine | |
| 18. Mg - Magesium | |
| 19. mg - milligram | |
| 20. Na - Sodium | |
| 21. NIA - Niacin | |
| 22. oz. - ounces | |



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 007 date: 3/77 level:

skill title: Analyze Food Intake For Nutritional Adequacy

developed & written by: Mary Noel and Eleanor Trithart

visuals by:

WORD GUIDE

NUTRIENT - Something that
provides nourishment.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to analyze food intake for nutritional adequacy.

AND IN ORDER TO DO THIS YOU WILL NEED:

Food intake obtained from Diet Recall for 24 hours

Bowes and Church, Tables of Food Composition

Pencil and eraser

Analysis form

Adding machine, if possible

Recommended Dietary Allowances - 8th Edition

WE WILL KNOW YOU CAN DO IT WHEN:

You are able to analyze a food intake by nutrient content
using tables of food composition, within 6 hours.

INFORMATION

Basic Nutrition and Diet Therapy, "Recommended Dietary Allowances",
Tables 9-3, 10-1, and 11-1.

WORD GUIDE

PHOSPHOROUS - A mineral which, along with calcium forms the basic structure of the bones and teeth.

MAGNESIUM - A mineral which helps form bones and teeth, aids in nerve and muscle function and burns glucose in the body for energy.

JOB STEPS

1. Get a diet recall from a classmate. Be sure to ask how much of each food your classmate had eaten in the last 24 hours.
2. On left side of analysis form, list all foods consumed in the last 24 hours (from the diet recall).
3. Check Bowes and Church for values of nutrients:

Calories (Cal)	Magnesium (Mg)
Carbohydrate (CHO)	Iron (Fe)
Fat	Thiamine (Thi)
Protein (PRO)	Niacin (Nia)
Sodium (Na)	Vitamin A (ViA)
Calcium (Ca)	Riboflavin (Rib)
Phosphorus (P)	Ascorbic Acid (Asc)
Potassium (K)	Vitamin D (ViD)

4. Place figures in appropriate place on analysis form. Be sure to use figures for amount of food eaten, or correct figures to correspond.

NOTE: Most foods are listed in Bowes and Church in portion sizes commonly used. Be sure to include unit of measure for each nutrient.

5. Add each column of nutrients and indicate total at bottom of page.

JOB STEPS

6. Compare values with those in Recommended Dietary Allowances, Bowes and Church, page 129.
7. Make a list of the nutrients which are deficient.
8. Show the list to your instructor.
9. Put away all equipment.

[illegible]



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 008 date: 3/77 level:

skill title: Changing Menus To The Needs Of The Elderly

developed & written by: Mary Noel and Eleanor Trithart

visuals by: Sherrie Baker



PERFORMANCE OBJECTIVE

You are going to learn:

How to change a menu to fit the needs of the elderly.

And in order to do this you will need:

Complete menu

Blank Menus

Pencil with eraser

We will know you can do it when:

Using the Basic 4 Food Groups you plan one day's meals and snacks for an elderly person.

INFORMATION

Read the following before completing this module.

Basic Nutrition and Diet Therapy, Robinson, pgs. 123-126.

Consumers Union's Practical Guide To Food and Nutrition,
"For Older People Eating Right For Less", by the Editors
of Consumer Reports. Chapter 1 pgs. 5-14.

JOB STEPS

1. Write a menu for one day's meals, including evening snack. Refer to Module 4501 01 001, if you need it.

NOTE: List meals on page 6.

2. Select an elderly person (65 or older) with whom you can discuss a menu.

NOTE: You may choose an elderly friend, relative or neighbor.

3. Ask him/her if you may read him/her your menu.

4. Ask him/her to choose or change each food as if he/she were selecting his/her meals from your menu.

5. List each food item he/she wishes to change. Then list his/her reasons for changing each food item.

6. Rewrite your menu according to his/her selections and changes.

NOTE: List this new menu on page 7.

JOB STEPS

7. Using the quick method in Module 4501 01 005, grade this new menu.
8. Work on the menu until you've written one you know he/she would want to see.
9. On a separate sheet of paper, list 6 or more problems you might find in planning menus for elderly people.
10. Now explain, on the same paper, what you can do about these problems.
11. Check with your Instructor to see if answers are correct.

DIET FORM

What person says about food

Breakfast

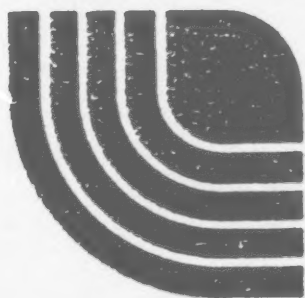
Lunch

Dinner

Snack

GRADING DIET

Meals	Milk (2)	Meat (2)	Vegetable and fruit	Bread and Cereal (4)
Breakfast				
Lunch				
Dinner				
Snack				
Total				



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 009 date: 4-7-77 level:

skill title: Changing Menus to the Needs of Children Ages 1-6

developed & written by: Mary Noel and Eleanor Trithart

visuals by: Sherri Baker

WORD GUIDE

NUTRITIOUS - good for growth,
healthy.

PERFORMANCE OBJECTIVE

You are going to learn:

How to plan menus to fit the needs of children, ages 1-6.

And in order to do this you will need:

Menu for a general diet (see below).

Pencil with eraser

Sheet of paper

We will know you can do it when:

You can plan a nutritious, interesting menu for children
from 1 year to 6.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
Read the following before completing this module: "Feeding Your Baby During His First Year" <u>Dairy Council</u> <u>Basic Nutrition and Diet Therapy</u>, Robinson, pages 137-141 <u>Meal Time!</u> <u>Happy Time!</u> <u>As Your Little Child Eats--So Will He Grow</u> <u>Food Before Six</u>		

JOB STEPS

1. Get the menu, pencil and paper. Write answers on your own paper.
2. Look at the menu on "Children's Menu Sheet" (page 6).
3. Decide which foods belong with each age group: 1 year, 2-3 years, 4-6 years.
4. If a food item belongs with an age group, put a check under that age group.
If a food item should be changed, list the new food items under that age group.

Example

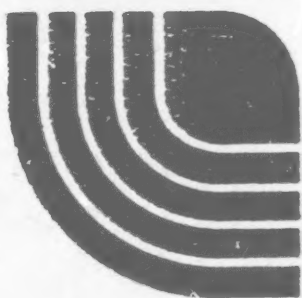
MENU	1 YEAR	2-3 YEARS	4-6 YEARS	WHY
<u>Breakfast</u>				
Orange Juice	✓	✓	✓	
Cinnamon Nut Roll	Toast	Cinnamon Roll- NO NUTS	✓	
Soft Boiled Egg				

5. Include the proper amounts of each food item when you list each under its age group.
6. Explain why each food item (on page 6) belongs with its age group and then explain why any food item (on page 6) should be changed.

JOB STEPS

7. Go over menus you changed for each age group to make certain each menu is properly nutritional. (See mod 4501 01 005).
8. When you finish this module, check with the instructor.

MENU	1 YEAR	2-3 YEARS	4-6 YEARS	WHY
<u>Breakfast</u>				
Orange Juice				
Cinnamon Nut Roll				
Soft Boiled Egg				
Coffee				
Milk				
<u>Lunch</u>				
Curried Lamb with Rice				
Buttered Carrot Circles				
Lime-Molded Pear Salad				
Parkerhouse Rolls				
Coconut Cream Pie				
Coffee				
Milk				
<u>Dinner</u>				
Hot Beef Sandwich with Gravy				
Broccoli				
Tossed Salad				
Cherry Cobbler				
Coffee				
Milk				



dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 010 date: 3/77 level:

skill title: Changing Menus for the needs of Pregnant and

Lactating Women

developed & written by: Noel-Trithart

visuals by:

WORD GUIDE

LACTATING - Breast feeding.

PERFORMANCE OBJECTIVEYou Are Going To Learn:

How to change a menu to fit the needs of pregnant and lactating women.

And In Order To Do This You Will Need:

Diet Recall form with your own diet recorded for one day.

Pencil with eraser

Quick Method Evaluation Sheet for Dietary Recall

We Will Know You Can Do It When:

You are able to plan a nutritious, interesting menu for pregnant and lactating women.

You can identify the changes needed in your own diet to meet your own needs when you may require it.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
The following material will provide you with necessary diet information: READ: "What to eat before you are pregnant, while you are pregnant, after the baby comes" "Food and you. . . partners in growth during pregnancy" Use this material to analyze nutrient values of foods: Tables 9-3, 10-1, 11-1 Food Values	<u>Basic Nutrition and Diet Therapy</u> Robinson. 1975 National Dairy Council, B018. "Recommended Dietary Allowances," <u>Basic Nutrition and Diet Therapy</u> Bowes and Church	

JOB STEPS

1. Collect your materials. Do not write in this module. Obtain a Dietary Recall Form and a Quick Method Evaluation Sheet for Diet Recall from your instructor (see examples pgs. 5&6).
2. Write your own Dietary Recall from module 4501 01 004.
3. Use Bowes and Church, Food Values, to find out the nutrient values of your diet.
4. Compare your own diet with the diet recommended for a pregnant woman, a lactating woman, and a teenager. Also compare nutrient values.
5. Circle those items from your diet totals which do not meet those for a pregnant woman.
6. Underline those items from your diet totals which do not meet those for a lactating woman.
7. Make up a new diet for a pregnant or lactating woman. Add foods where your diet totals do not meet those for pregnant and lactating women. (page 6)
8. Show your rewritten diet to your instructor and explain the changes you made.

MEALS	EXTRAS	MILK	MEAT	VEGETABLE/LEAFY GREEN OR YELLOW AND FRUIT/CITRUS FRUIT OR TOMATO	BREAD AND CEREAL
BREAKFAST					
LUNCH					
DINNER					
SNACKS					
TOTAL: NEEDED AS A TEENAGER					
NEEDED AS A PREGNANT WOMAN					
NEEDED AS A LACTATING WOMAN					

REWRITTEN DIET
FOR MEETING NEEDS OF PREGNANT
AND LACTATING WOMEN

MEALS	EXTRAS	MILK	MEAT	VEGETABLE/LEAFY GREEN OR YELLOW AND FRUIT/CITRUS FRUIT OR TOMATO	BREAD AND CEREAL
BREAKFAST					
LUNCH					
DINNER					
SNACKS					
TOTAL:					
PREGNANT WOMAN		3	2	4	4
LACTATING WOMAN		4	2	4	4



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 011 date: 12/77 level:

skill title: Using a Diet Manual

developed & written by:

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to use the Diet Manual.

IN ORDER TO DO THIS YOU WILL NEED:

1. University of Michigan Diet Manual
2. List of items to look up (Question Page)
3. Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

1. You are aware of the contents of the University of Michigan Diet Manual.
2. You can correctly complete the exercise in two hours.

WORD GUIDE

APPENDIX - Provides information about the contents of the book. Usually found at the back of a book, before the index section.

INFORMATION

It is important to be familiar with the Diet Manual. Review the table of contents found at the beginning of the manual. Be familiar with contents of various sections. Know what is included in the appendix found before the index section. Know location of index found at the back of the manual.

JOB STEPS

1. Collect your materials.
2. Find the Table of Contents, Appendix and Index sections in the University of Michigan Diet Manual.
3. On your own paper, answer the questions on pages 5 and 6 of this module. To find the answers to the questions, follow these steps:
 - A. Determine in what diet the information can be found.
 - B. Look in the index for the appropriate diet.
 - C. Turn to the page number listed.
 - D. Read through the diet to find the desired information.

WORD GUIDE

RESIDUE - That portion of food which cannot be digested.

SALT SUBSTITUTE - A chemical compound which has a salty flavor, developed for patients who are on sodium restricted diets. Unlike table salt, it contains no sodium.

QUESTION PAGE

1. Is broth allowed on a Bland I diet?
2. How many feedings are shown in the sample menu?
3. How many cups of milk are recommended for the General Diet?
4. How many cups of milk are recommended for the General Diet for pregnancy?
5. How many cups of milk are recommended for the General Diet for Lactation?
6. Is the full liquid diet nutritionally adequate?
7. What is the recipe for a Chocolate Hi-protein milkshake in Hi-calorie liquid diet?
8. Can a Bland II diet have catsup? Gravy?
9. Does milk need to be restricted to any extent on a residue-restricted diet?
10. What is the purpose of a residue restricted diet?
11. How many milligrams of calcium in one cup of milk?
12. What is a potassium restricted diet used for?
13. How much potassium is in the usual daily intake?
14. How much sodium is in one teaspoon of salt?
15. List three salt substitutes on the market.
16. Which is the most liberal sodium restricted diet? Can they have olives?
17. List the sample diet plan for a 1200 calorie restricted diet.

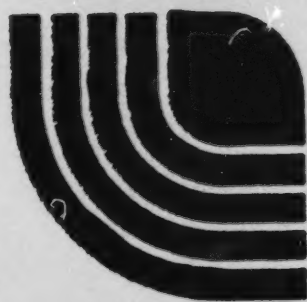
WORD GUIDE

HYPERLIPOPROTEINEMIA - High levels of certain fatty substances (lipoproteins) in the blood. This condition may be associated with an increased risk of heart disease.

PURINE - Nitrogen-containing substances found primarily in meats.

QUESTION PAGE

18. What are the B vegetables on a Diabetic Diet?
19. How many types of hyperliproteinemia are there?
20. Is the protein restricted diet nutritionally adequate?
21. What is a purine diet for?
22. How much fat is allowed on a 50 gram fat diet?
23. How many eggs per week on the "prudent" diet?
24. Is beer allowed on a mold free diet?
25. How much milk is recommended in the general diet for children?
26. What are the important food sources of iron?
27. What are the important food sources of Vitamin A?
28. List two publications for patients on weight reduction.
29. What is the desirable weight for your height?
30. What year was this diet manual published?



capital area career center

visuals by: _____ 10.6 _____

WORD GUIDE

CLEAR-LIQUID DIET - A diet of only transparent, liquid foods served at body temperature.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the clear-liquid diet.

IN ORDER TO DO THIS YOU WILL NEED:

1. Pretend patient following surgery
2. Pencil
3. Sheet of paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You are familiar with the sample menu of the diet.
3. You plan a clear-liquid diet that is as nutritionally adequate as possible.

INFORMATION

The Clear-Liquid Diet allows the patient to have tea, coffee or coffee substitute and fat-free broth. Sometimes, ginger ale, fruit juices, gelatin, fruit ices and water gruels are also given. Small amounts of liquid are offered every one or two hours to the patient. The diet is used for 24 to 48 hours after acute vomiting, diarrhea or surgery.

The main purpose of this diet is to relieve thirst and help maintain water balance. Broth provides some sodium, and broth and fruit juices provide potassium. When used, carbonated beverages, sugar and fruit juices furnish a small amount of carbohydrate.

This diet is nutritionally inadequate and should be only used for short periods of time.

WORD GUIDE

POST-OPERATIVE - After surgery or an operation.

JOB STEPS

1. Collect your materials. Be sure to read the material on page three of this module.
2. Study the clear-liquid diet and sample menu on page 5 of this module.
3. On your own paper, plan one day's menu for the post-operative patient. Be specific as to jello flavors, juice, etc.
4. Evaluate for nutritional adequacy using quick method as in module 4501-01-005.
5. Show your menu to your instructor.

WORD GUIDE

BOUILLON - Broth
CONSOMME - Broth

Clear-Liquid DietFoods Allowed and Avoided:Beverages

Allowed: Carbonated beverages
Coffee
Kool-Aid
Tea

Avoid: All others

Desserts

Allow: Gelatin dessert, clear
Popsicle

Avoid: All others

Fruit

Allow: Apple juice
Cranberry juice
Grape juice

Avoid: All others

Soups

Allow: Beef bouillon
Chicken consomme

Avoid: All others

Sweets

Allow: Hard Candies (charms, lemon drops)

Avoid: All others

Sample MenuBreakfast

Beef bouillon
Cranberry juice, 8 oz.
Gelatin dessert, plain
Tea, sugar

Lunch

Chicken consomme
Grape juice, 8 oz.
Gelatin dessert, plain
Charms
Ginger ale, 12 oz.
Tea, sugar

Dinner-Supper

Beef bouillon
Apple juice, 8 oz.
Gelatin dessert, plain
Charms
Cola beverage, 12 oz.
Tea, sugar

The above information is taken from page 12 of the University of Michigan Diet Manual, 1972.

Unit: Nutrition

module: 4501 01 013 date: 12/77 level:

developed & written by: _____

visuals by: _____ 112

FULL-LIQUID DIET - A diet consisting of foods which are liquid or that become liquid at body temperature.

MENU PATTERN - Sample arrangement of allowed foods throughout the day. Found in diet manual with each diet.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to work with the full-liquid diet.

IN ORDER TO DO THIS YOU WILL NEED:

1. Pretend patient following surgery.
2. Pencil
3. Sheet of paper
4. University of Michigan Diet Manual, page 14-15

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You are familiar with the menu pattern of the diet.
3. You plan a full-liquid diet that is as nutritionally adequate as possible.

WORD GUIDE

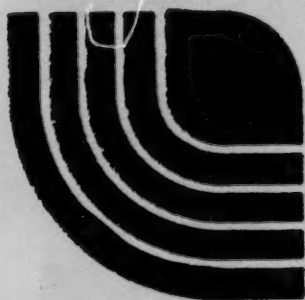
SALMONELLA - A type of bacteria
which may cause food poisoning
if the contaminated food is
eaten.

INFORMATION

Read the information on Full-Liquid Diet on pages 203-204
of Basic Nutrition and Diet Therapy, Robinson.

JOB STEPS

1. Collect your materials. Be sure to read the information listed on page 3 of this module.
 2. Study the full-liquid diet and sample menu, page 14-15 in the University of Michigan Diet Manual.
 3. Plan one day's menu of full-liquids.
 4. Evaluate for nutritional adequacy as in mod 4501 01 005.
 5. Show all work to your instructor.
- 8

Unit: Nutrition

module: 4501 01 014 date: 12/77 level: _____

skill title: Working with the Soft Diet

developed & written by: _____

visuals by: _____

WORD GUIDE

SOFT DIET - A diet modified in consistency, that is, including liquid foods and those solid foods which contain a restricted amount of indigestible carbohydrate (cellulose) and connective tissue (tough meat).

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the soft diet.

IN ORDER TO DO THIS YOU WILL NEED:

Pretend patient

Pencil

Sheet of paper

University of Michigan Diet Manual, page 21-24

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You are familiar with the menu pattern of the diet.
3. You plan a soft diet that is nutritionally adequate.

WORD GUIDE

FIBER - Indigestible portion of food which is composed primarily of cellulose and meat connective tissue.

INFORMATION

Read the information on Soft Diets on pages 206-208 in Basic Nutrition and Diet Therapy, Robinson.

JOB STEPS

1. Collect your materials. Be sure to read the information on Soft Diets in Basic Nutrition and Diet Therapy.
2. Study the soft diet and sample menu, page 22-25 in the University of Michigan Diet Manual.
3. Plan one day's menu for the soft diet.
4. Evaluate for nutritional adequacy as in module 4501 01 005.
5. Show your menu to your instructor.

Unit: Nutrition

module: 4501 01 015 date: 12/77 level:

skill title: Working With the Bland Diet

developed & written by: _____

visuals by: _____

WORD GUIDE

BLAND - Mild in flavor, not irritating to the gastro intestinal tract.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the bland diet.

IN ORDER TO DO THIS YOU WILL NEED:

Pretend patient with ulcers

Pencil

Sheet of paper

University of Michigan Diet Manual, page 35-39

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You are familiar with the menu pattern of the diet.
3. You plan a bland diet that is nutritionally adequate.
4. You are aware of the type and number of snacks and their importance in this diet.

WORD GUIDE

PEPTIC ULCER - An irritated spot or sore in the inside of the stomach. An ulcer is usually associated with the secretion of too much acid by the stomach.

MEAT EXTRACTS - Meat juices; for example, broth and gravy.

CAFFEINE - A stimulant present in coffee, tea, and cola (Coca-Cola, Pepsi-cola, etc.) beverages.

INFORMATION

Read the material on Bland Diets on pages 206-210 in Basic Nutrition and Diet Therapy, Robinson.

JOB STEPS

1. Collect your materials. Be sure to read the information referred to on page 3 of this module.
2. Study the bland diet in the University of Michigan Diet Manual, pages 35-39.
3. Study the sample menu plan, page 39, in the manual.
4. Plan a one day bland menu for a patient with ulcers. Include three meals and three snacks. Use your own paper.
5. Evaluate for nutritional adequacy as in mod 4501 01 005.
6. Show your menu to your instructor.

Unit: Nutrition

module: 4501 01 016 date: 12/77 level: _____

skill title: Working with a Low-Saturated Fat Diet

developed & written by: _____

visuals by: _____

WORD GUIDE

LOW-SATURATED FAT DIET - A diet in which the intake of animal fats is limited.

ARTHERIOSCLEROSIS - A build-up of fatty material on the inside of the blood vessels, causing partial or total blockage of blood flow. This condition is associated with heart attacks and strokes and is popularly called "hardening of the arteries".

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the low-saturated fat diet.

IN ORDER TO DO THIS YOU WILL NEED:

Pretend patient with artherosclerosis.

Pencil

Sheet of Paper

University of Michigan Diet Manual, pages 157-161

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You are familiar with the menu pattern of the diet.
3. You plan a low-saturated fat diet that is nutritionally adequate.
4. You become aware of the problems facing patients on this diet.

WORD GUIDE

SATURATED FATS - Type of fat which comes primarily from animal foods, such as dairy products, meats and eggs.

UNSATURATED (OR POLYUNSATURATED) FATS - Type of fat which comes primarily from vegetable foods, such as corn oil, safflower oil, and soybean oil.

HYDROGENATION - Process by which a polyunsaturated vegetable oil is converted to a saturated fat.

INFORMATION

Read the material on Low-Saturated Fat Diet contained on pages 251-257 in Basic Nutrition and Diet Therapy, Robinson.

To help you plan a low-saturated fat menu, read "Dietary Control of Cholesterol" published by Fleischmann's.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page three of this module.
2. Study University of Michigan Diet Manual (pages 157-161).
3. Study the sample menu plan in the manual.
4. Plan a one day, low-saturated fat menu for a patient with arteriosclerosis.
5. Specify the number of eggs per week, the number of ounces of meat and the number of teaspoons of margarine, oil or other allowed fat.
6. Evaluate the menu for nutritional adequacy as in module 4501 01 005.
7. Try to follow this menu for yourself for one day.
8. Write down how closely you were able to follow it and what problems you found.
9. Show all work to your instructor.



capital area career center

visuals by: _____

WORD GUIDE

LOW-FAT DIET - A diet limited in total fat, usually to 50 grams of fat

GALL BLADDER DISEASE - A condition in which the gall bladder becomes irritated by gallstones or infection

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the low-fat diet.

IN ORDER TO DO THIS YOU WILL NEED:

1. A pretend patient with gall bladder disease prior to surgery.
2. University of Michigan Diet Manual, pages 151 - 155.
3. Pencil
4. Sheet of paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on this diet.
2. You plan a low-fat diet that is nutritionally adequate.
3. You know the menu pattern of the diet.
4. You are aware that certain vegetables and fruits might not be liked by certain patients on this diet.
5. You spell, pronounce and define all technical words listed in this module.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Study the University of Michigan Diet Manual (pages 151 - 155).
3. Study the sample menu plan on page 155 of the Manual.
4. Plan a menu for one day, restricting fat to 50 grams.
5. Circle any items in your menu plan which some patients may not like, such as cabbage.
6. Evaluate the menu for nutritional adequacy as in module 4501 01 005. For instance, is it adequate in Vitamin A?
7. Show your menu to your instructor.

WORD GUIDE

HEPATITIS - Inflammation of the
liver

CIRRHOSIS OF THE LIVER - A condition
in which the liver is damaged
by an excessive intake of
alcohol or other toxic substances,
causing impairment of liver
function

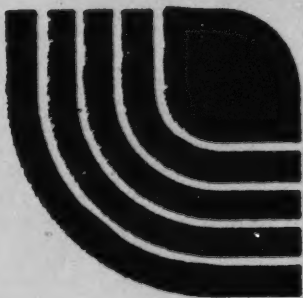
MALABSORPTION - Poor absorption of
nutrients from the intestinal
tract into the blood

STEATORRHEA - The presence of large
amounts of fat in the feces
due to poor absorption of fat
in the small intestine

CYSTIC FIBROSIS - A disease in
which there is poor absorption
of proteins and fats because
the pancreas does not produce
the enzymes necessary for
digestion of these nutrients

INFORMATION

Read the information on Low-Fat Diets on pages 248 - 251 in
Basic Nutrition and Diet Therapy, by Robinson.

Unit: Nutrition

module: 4501 01 018 date: 12/77 level:

skill title: Working with the Diabetic Diet

developed & written by: _____

visuals by: _____

DIABETIC DIET - A diet controlled in carbohydrate, protein and fat to meet the nutritional needs of patients who are unable to tolerate large amounts of sugars & starches.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to work with the diabetic diet.

IN ORDER TO DO THIS YOU WILL NEED:

1. Pretend patient on 1500 calorie diabetic diet.
2. Pattern for this patient: diabetic meal pattern for 1500 calories:
Breakfast: Whole milk - 1 cup, fruit - 1, bread - 2, meat - 1, fat - 2.
Lunch: Whole milk - $\frac{1}{2}$ cup, fruit - 1, B vegetable - 1 or at dinner, fat - 1, meat - 2, bread - 2.
Dinner: Whole milk - $\frac{1}{2}$ cup, fruit - 1, B vegetable - 1, bread - 2, meat - 3, fat - 1.
3. University of Michigan Diet Manual, pages 113-122.
4. Menu planning sheet.
5. Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You know the menu pattern of the diet.
3. You plan a diabetic diet that is nutritionally adequate in menus for 5 days.
4. You stay within the exchanges allowed.
5. The menus you prepare are 1500 calories, plus or minus 15 calories for each of the 5 days.
6. You spell, pronounce and define all technical words listed in this module.

WORD GUIDE

DIABETES MELLITUS - A disease in which carbohydrates cannot be metabolized due to lack of insulin secretion by the pancreas.

DIABETIC COMA - Unconsciousness caused by too much glucose in the blood. In the diabetic, this results from failure to take insulin or from too much carbohydrate in the diet or a combination of both factors.

INSULIN SHOCK - Unconsciousness caused by too little sugar in the blood. In the diabetic, this results from taking too much insulin, from too little carbohydrate in the diet, too much physical activity without appropriate adjustments in the diet or a combination of all three factors.

INFORMATION

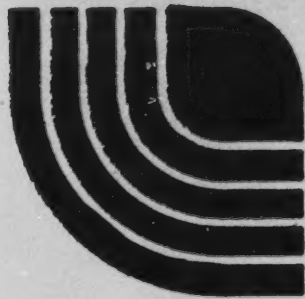
Read the material on Diabetic Diets on pages 212 - 217, 228 - 237 and 322 - 325 in Basic Nutrition and Diet Therapy, by Robinson.

WORD GUIDE

EXCHANGE - The amount of food which will provide a specific amount of carbohydrate, protein and fat

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Study the diabetic diet in the University of Michigan Diet Manual, pages 113 - 122.
3. Plan breakfast using the menu pattern and exchange lists. Include one serving of fruit (show amount), one cup of whole milk, two servings from bread list, one ounce of meat or one egg, two servings from the fat list.
4. Plan lunch and dinner. Include each: 1/2 cup of whole milk, one fruit serving, one fat serving, and two servings from the bread list. At lunch include two ounces meat, at dinner, three ounces. The B vegetable may be used at either meal. Include any free foods and a vegetable to complete the menu.
5. Evaluate the menu for adequacy as in module 4501 01 005.
6. Repeat for four more days to complete a 5 day menu.
7. Show your menu to your instructor.

Unit: Nutrition

module: 4501 01 019 date: 12/77 level:

skill title: Determining Total Calories in a Diet

developed & written by: _____

visuals by: _____

WORD GUIDE

CALORIE - A measure of the energy
obtained when food is
metabolized

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to find the total calories used in a diet.

IN ORDER TO DO THIS YOU WILL NEED:

1. List of your foods for one day with portion sizes noted.
2. Bowes and Church
3. University of Michigan Diet Manual
4. Pencil
5. Nutritional analysis sheet
6. Adding machine

WE WILL KNOW YOU CAN DO IT WHEN:

1. You can find the total calories in a diet using the food exchange system and Bowes and Church.
2. You spell, pronounce and define all of the technical words listed in this module.

INFORMATION

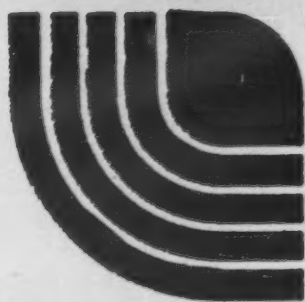
Read the material on Calorie Diets, pages 119 - 122 in the University of Michigan Diet Manual, "Diabetic Exchange Calorie Figures".

Refer to pages 279 - 281 of "Food Composition Table for Short Method of Dietary Analysis" in the University of Michigan Diet Manual.

On the last page of this module there is a sample Diet Analysis Sheet. Do not use this sample, but get one from your classroom.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Make a list of the food you eat for one day. Note the portion size.
3. Look at the menu items and the portion size of your list of foods for one day.
4. If the item is listed in the Diabetic Exchange List, then these figures can be used. For example, one slice of bread = 68 calories (see the University of Michigan Diet Manual, Exchange Lists).
5. If an item is not on diabetic exchange list, then look in the short method table.
6. If an item is not there, refer to Bowes and Church (see module 4501 01 006).
7. On your Diet Analysis Sheet, record the calories for the correct portion size. Do not write in this module.
8. Using math or an adding machine, add up the calories recorded for each menu item.
9. Write down the total.
10. Show all work to your instructor.



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 020 date: 12/77 level:

skill title: Working with the Low Calorie Diet

developed & written by:

visuals by:

WORD GUIDE

OBESE - overweight by 20% or more

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the low calorie diet.

IN ORDER TO DO THIS YOU WILL NEED:

1. Pretend obese patient on 1000 calorie diet.
2. Calorie content of foods, using diabetic exchange lists in University of Michigan Diet Manual, pages 111 - 112
3. Sheet of paper
4. Pencil

WE WILL KNOW YOU CAN DO IT WHEN:

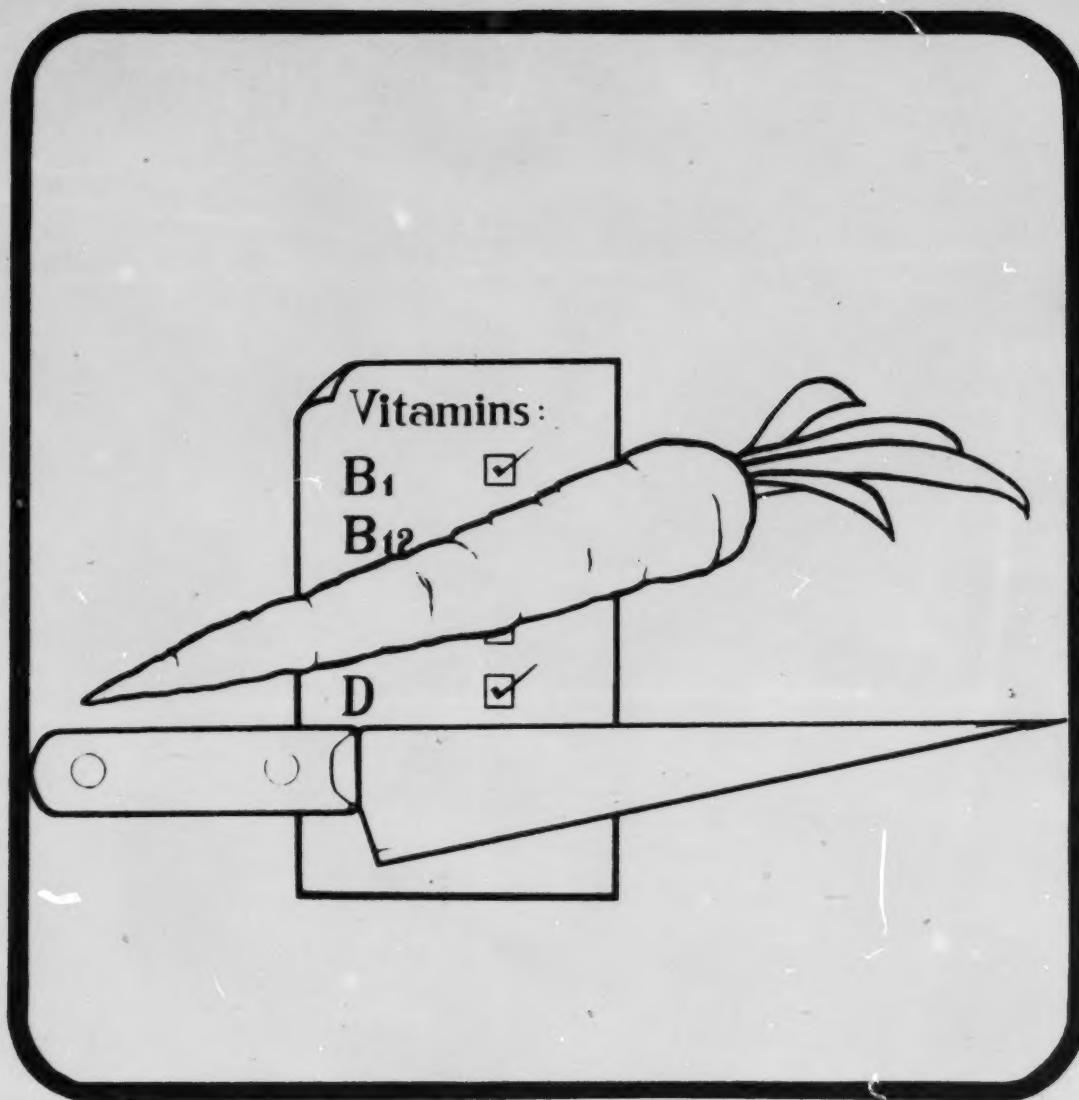
1. You know and use only the foods allowed on the diet.
2. You know the menu pattern of the diet.
3. You plan a low calorie diet that is nutritionally adequate.
4. You are aware of two methods of working with a calorie reduction diet (exchange lists and calorie counting), and the advantage of the first method.
5. You can find the calorie value of the exchange lists when needed.
6. You spell, pronounce, and define all the technical words in this module.

INFORMATION

Read the material on Low Calorie Diets contained on pages 218 - 224 in Basic Nutrition and Diet Therapy, by Robinson.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Study the University of Michigan sample plans for various calorie levels. These are based on the diabetic exchange lists and assure a more balanced and nutritious diet than simply counting calories. Refer to the University of Michigan Diet Manual, pages 111 - 112.
3. Plan breakfast. Include one fruit, one bread, one meat, one fat and one cup skim milk.
4. Plan lunch and dinner. Include in each: 2 ounces meat, A vegetables, one bread, one fat, one fruit, 1/2 cup skim milk; add 1/2 cup B vegetables at dinner.
5. Evaluate the menu for nutritional adequacy as in module 4501 01 005.
6. Look up each item on your menu plan in Bowes and Church as in module 4501 01 006.
 - A. Write down the calories for each.
 - B. Add up the total calories and see how close to 1000 calories it is.
 - C. Add up the total calories using the exchange lists as in module 4501 01 019 and see how close to 1000 it is.
 - D. Compare the two totals to make sure they are nearly the same.
7. Show all work to your instructor.



dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 021 date: December 1977 level:

skill title: Working With the Low Sodium Diet

developed & written by:

visuals by:

WORD GUIDE

HYPERTENSION - High blood pressure

LOW SODIUM DIET - A diet in which the sodium or salt content is limited to a prescribed level, usually 1000 mg. unless otherwise specified

CONGESTIVE HEART FAILURE - Inability of the heart to function efficiently as a pump, causing impaired circulation of blood to the kidneys and body tissues and retention of sodium and fluid

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the low sodium diet.

IN ORDER TO DO THIS YOU WILL NEED:

1. Pretend patient with hypertension and congestive heart failure.
2. Sodium content of foods in Bowes and Church
3. University of Michigan Diet Manual, pages 75 - 108.
4. Pencil
5. Sheet of paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You know the menu pattern of the diet.
3. You plan a low sodium diet that is nutritionally adequate for 5 days' menus.
4. You are able to figure total sodium content of a low sodium diet.
5. You spell, pronounce and define all technical words listed in this module.

WORD GUIDE

RENAL - Pertaining to the kidneys

EDEMA - Retention of fluid in the
body tissues

NEPHROSIS - A disease of the kidneys
which is accompanied by edema

NEPHRITIS - Inflammation of the
kidneys which is accompanied
by edema

INFORMATION

Read the material on Low Sodium Diets, pages 259 - 267 in Basic Nutrition and Diet Therapy, by Robinson.

The following pamphlets provide important information on Low Sodium Diets:

Your 1000 mg Sodium Diet, American Heart Association

Low Sodium Diets Can Be Delicious, Fleischmann's

JOB STEPS

1. Collect your materials. Be sure you have read all materials referred to on page 3 of this module.
2. Study 1000 mg sodium diet in University of Michigan Diet Manual, page 93 (40 mEq or 920 mg sodium is used at U. of M.).
3. Study sample menu (page 97).
4. Plan breakfast, lunch and dinner. Tell which food needs to be purchased without salt or just prepared without salt. The University of Michigan manual uses US to mean unsalted; some hospitals use SF to mean salt free. Both terms mean items are purchased or prepared without salt.
5. Using sodium tables, (page 77) in University of Michigan manual and/or Bowes and Church, figure out total sodium content of the menu as in module 4501 01 006.
6. Evaluate menu for nutritional adequacy as in module 4501 01 005.
7. Repeat for four more days.
8. Show your menu to your instructor.

Unit: Nutrition

module: 4501 01 022 date: 12/77 level: _____

skill title: Working With Allergy Diets (Allergy I)

developed & written by: _____

visuals by: _____

WORD GUIDE

ALLERGY - An abnormal sensitivity to specific substances contained in certain foods. A person with an allergy experiences an allergic reaction (rash, hives, asthma) when he/she comes into contact with the substance to which he/she is allergic.

PEDIATRICS - Branch of medicine dealing with the care of children.

PERFORMANCE OBJECTIVE

You are going to learn:

How to work with the allergy I diet.

And in order to do this you will need:

Pretend pediatric patient, 12 months old, who has been placed on an allergy I diet.

Pencil

Sheet of paper.

We will know you can do it when:

1. You know and use only the foods allowed on the diet.
2. You know the sample menu of the diet.
3. You plan an allergy I diet which is nutritionally adequate for a 12 month old child, and which they will like.
4. You spell, pronounce and define all technical words listed in this module.

WORD GUIDE

ALLERGEN - Specific substance which causes an allergic reaction in a patient with allergies.

INFORMATION

A person who has a food allergy is abnormally sensitive to specific substances contained in certain foods. He/she experiences an allergic reaction to foods which can be eaten without ill-effects by people who do not have allergies. The food which causes the allergic reaction is called the allergen. Certain foods seem to cause allergic reactions in individuals more often than others. These allergenic foods include eggs, milk, wheat, corn, and citrus fruits. Certain other foods, such as rice, lamb, and sweet potatoes are non-allergenic; that is, they rarely cause food allergies even in the food sensitive individual.

Sometimes an allergic reaction is clearly connected with eating a certain food, such as eggs. The patient always has the reaction after eating eggs and never has the reaction when he/she does not eat eggs. In that case, it is obvious what the patient must do. He/she must avoid eating eggs and all foods containing eggs.

Sometimes the patient has many food allergies so that it is hard to find out which foods cause the allergic reaction. This type of patient is placed on the Allergy I diet or the Allergy II diet; diets consisting only of non-allergenic foods. New foods are added one at a time to the diet until a food is added which causes an allergic reaction. In this way, food allergies can be diagnosed so that the patient and physician know which specific foods the patient should avoid eating in the future.

Module 4501 01 021 is the first of a series of 7 modules on allergy diets.

Read the material on Allergy I Diets, pages 173-178, in University of Michigan Diet Manual.

JOB STEPS

1. Collect your materials. Be sure to read the material on page 3 of this module.
2. Study the Allergy I diet and sample menu, pages 173-175, University of Michigan Diet Manual.
3. Plan one day's menu for the given patient.
4. Evaluate the menu for nutritional adequacy, using the quick method as in module 4501 01 005.
5. Show your menu to your instructor.



capital area career center

visuals by: _____ 152

WORD GUIDE

PEDIATRICS - Branch of medicine
dealing with the care of children.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the Allergy II diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pretend pediatric patient 12 months old who has been placed on an Allergy II diet.

Pencil

Sheet of paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You know the sample menu of the diet.
3. You plan an Allergy II diet which is nutritionally adequate for a 12 month old child, and which the child will like.

INFORMATION

Read the material on Allergy II Diets.

University of Michigan Diet Manual, Pages 179-182

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Study the Allergy II diet and sample menu, pages 170-182, University of Michigan Diet Manual.
3. Plan one day's menu for the given patient.
4. Evaluate the menu for nutritional adequacy, using the quick method as in module number 4501 01 005.
5. Show your menu to your instructor.

Unit: NUTRITION

capital area career center

module: 4501 01 024 date: 12/74 level:

skill title: Working With Allergy Diets (Egg-Free)

developed & written by: _____

visuals by: _____ 156

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the egg-free diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pretend patient who is allergic to eggs

Pencil

Sheet of paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You know the sample menu of the diet.
3. You plan an egg-free diet that is nutritionally adequate.
4. You spell, pronounce and define technical words listed in this module.

WORD GUIDE

EGG ALBUMIN - Type of protein found
in egg whites.

INFORMATION

Read the material on Egg-Free Diets.

University of Michigan Diet Manual, Pages 183-186

"Good Recipes to Brighten the Allergy Diet"

"Wheat, Milk and Egg Free Recipes"

JOB STEPS

1. Collect your materials. Be sure to read the materials referred to on page 3 of this module.
2. Study the egg-free diet and sample menu, pages 184-186, of the University of Michigan Diet Manual.
3. Plan one day's menu for the patient who is allergic to eggs.
4. Evaluate for nutritional adequacy using the quick method as in Module 4501 01 005.
5. Show your menu to your instructor.



dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 025 date: 12/77 level:

skill title: Working With Allergy Diets (Wheat-Free)

developed & written by:

visuals by: 160

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to work with the wheat-free diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pretend patient who is allergic to wheat

Pencil

Sheet of paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You know the sample menu of the diet.
3. You plan a wheat-free diet that is nutritionally adequate.

INFORMATION

Read the material on the Wheat-Free Diets.

University of Michigan Diet Manual, Pages 193-197

"Wheat, Milk and Egg Free Recipes"

"Good Recipes to Brighten the Allergy Diet"

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Study the wheat-free diet and sample menu, pages 193-197.
3. Plan one day's menu for the patient who is allergic to wheat. Make sure that you have not used foods that contain:
 1. Wheat flour
 2. Batters or breading
 3. Cream sauce
 4. Wheat breads, cereals and pasta products
4. Evaluate the menu for nutritional adequacy as in module 4501 01 005.
5. Show your menu to your instructor.

Unit: NUTRITION

NUTRITION

module: 4501 01 026 date: 12/77 level: _____

skill title: Working With Allergy Diets (Milk Free)

developed & written by: _____

visuals by: _____

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the milk-free diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pretend patient who is allergic to milk

Pencil

Sheet of paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You know the sample menu of the diet.
3. You plan a milk-free diet that is nutritionally adequate.
4. You spell, pronounce and define technical words listed in this module.

INFORMATION

Read the material on Milk-Free Diets.

University of Michigan Diet Manual, Pages 187-191

"Wheat, Milk and Egg Free Recipes"

"Good Recipes to Brighten the Allergy Diet"

"Appealing Recipes"

WORD GUIDE

PROSOBEE ISOMIL - Milk substitutes designed for persons who are allergic to milk. They are made primarily from soybeans, and they contain no milk products.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Study the milk-free diet and sample menu, pages 187-191.
3. Plan one day's menu for the patient who is allergic to milk. Make sure that you have not included foods that contain these items:
 - A. Milk in any form, whether as a beverage or an ingredient in cooking or baking (use soybean preparation such as Isomil or Prosobe).
 - B. Foods made from milk, such as cheese, ice cream, cream, butterfat and butter.
 - C. Powdered skim milk or non-fat dry milk.
 - D. Milk solids or non-fat dry milk solids
 - E. Whey
 - F. Margarine (most margarines contain milk solids (a milk free margarine such as Mar-Porv may be used).
4. Evaluate the menu for nutritional adequacy as in module 4501 01 005.
5. Show your menu to your instructor.



dietetic assistant

unit: NUTRITION

capital area career center

module: 4501 01 027 date: 12/77 level:

skill title: Working with Allergy Diets (Mold-Free)

developed & written by:

visuals by: 168

WORD GUIDE

MOLDS - A type of fungus. Molds may range in size from visible bread mold to tiny one-celled plants.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the mold-free diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pretend patient who is allergic to molds

Pencil

Sheet of paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You know the sample menu of the diet.
3. You plan a mold free diet that is nutritionally adequate.
4. You spell, pronounce and define technical words listed in this module.

WORD GUIDE

FERMENT - A specific type of chemical in food caused by molds, bacteria, or yeast. Fermentation is an essential step in making cheese, beer, wine, and certain breads.

INFORMATION

Read the material on Mold-Free Diets.

University of Michigan Diet Manual, Pages 205-207.

WORD GUIDE

FUNGUS - A group of plants which are characterized by the absence of chlorophyll (green pigment). Yeasts, molds and mushrooms are examples of fungi.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Study the mold-free diet and sample menu, pages 205-207, University of Michigan Diet Manual.
3. Plan one day's menu for the patient who is allergic to molds and fungus products.
4. Evaluate the menu for nutritional adequacy, using the quick method as in module 4501 01 005.
5. Show your menu to your instructor.

Unit: NUTRITION

module: 4501 01 028 date: 12/77 level:

skill title: Working with Allergy Diets (Gluten-Free)

developed & written by: _____

visuals by: _____ 172

WORD GUIDE

GLUTEN - A type of protein found in wheat, rye, oats and barley.

NON-TROPICAL SPRUE - A disease of the intestines in which nutrients are poorly absorbed. This disease occurs primarily in adults.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to work with the gluten-free diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pretend patient with non-tropical sprue

Pencil

Sheet of paper

WE WILL KNOW YOU CAN DO IT WHEN:

1. You know and use only the foods allowed on the diet.
2. You know the sample menu of the diet
3. You plan a gluten-free diet that is nutritionally adequate.
4. You spell, pronounce and define technical words listed in this module.

WORD GUIDE

CELIAC DISEASE - A disease characterized by abnormalities of the small and large intestines which cause impaired absorption of nutrients leading to malnutrition, vitamin deficiencies, and failure to grow and develop. This disease occurs primarily in children under the age of six.

GLUTEN-INDUCED ENTEROPATHY - A disease state of the small and large intestines which appears to be caused or aggravated by ingestion of gluten. Celiac disease and non-tropical sprue are examples of gluten-induced enteropathies.

MALABSORPTION SYNDROME - Poor absorption of nutrients from the small intestine.

INFORMATION

Read the material on gluten-free diets.

University of Michigan Diet Manual, Pages 199-204.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Study the gluten-free diet and sample menu, pages 199-204, of the University of Michigan Diet Manual.
3. Plan one day's menu for the patient on a gluten-free diet. Make sure that you do not include foods that contain wheat, rye, oats and barley in any form.
4. Evaluate your menu for nutritional adequacy using the quick method as in module 4501 01 005.
5. Show your menu to your instructor.



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 029 date: 5/77 level: I

skill title: Hand Washing for Institutional Kitchen

developed & written by: Beverly Varney and Barbara MacKinnon

visuals by: Sandra Gostomski

WORD GUIDE

ANTIBACTERIAL - Against germs.
The antibacterial ingredient
in liquid soap is something
added to fight germs.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to do hand washing in an institutional kitchen.

AND IN ORDER TO DO THIS YOU WILL NEED:

Sink

Liquid antibacterial soap in dispenser above sink

Running water

Paper towels in dispenser

Watch

Orange stick

Wastebasket

WE WILL KNOW YOU CAN DO IT WHEN:

1. Your watch is pushed up on your arm.
2. Remove rings, except wedding ring, and place in pockets or pin them to uniform.
3. All surfaces of your hands are washed with soap.
4. Your hands are thoroughly rinsed and dried.
5. No glowing germs show up when your hands and lower arms are under black light.

JOB STEPS

1. Before starting this module, be sure you wear a uniform and that a hair bonnet covers your hair.
2. Remove rings, except wedding ring, and place in pockets or pin them to uniform.
3. Push your watch up on your arm. If you cannot push it up, remove it.
4. Have instructor put "germs" on hands and wrists.
5. Stand back far enough from the sink to keep your uniform from getting wet.
6. Turn paper towel crank five or six times around to get out enough toweling to dry hands.
7. Turn the faucets on. Adjust water to the right temperature (very warm).
8. Hold your hands under the water and rinse them off.
9. Use orange stick to clean nails.
10. Put antibacterial soap on your hands from the liquid soap dispenser.

WORD GUIDE

ROTARY - Twist or revolve.

FRICTION - The force which opposes motion.

JOB STEPS

11. Rub your hands together to make lots of suds. Rub them in rotary friction motion to loosen dirt and germs.
12. Wash the palms of your hands, the back of your hands, between your fingers and your wrists.
13. Take at least 15 seconds to wash both hands and lower arms.
14. Hold your hands under the running water. Hold your fingertips higher than your wrists so that the water runs down toward the wrists.



JOB STEPS

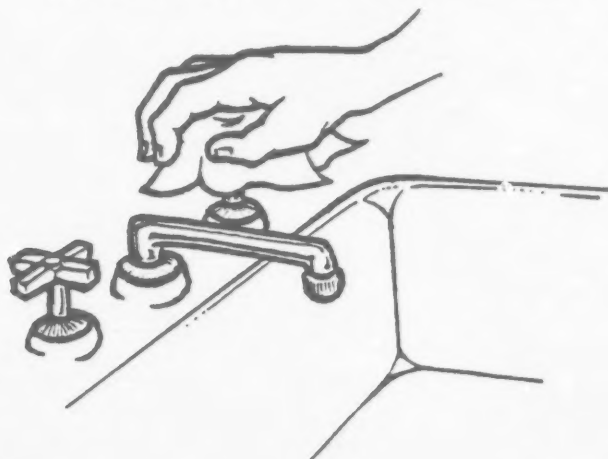
15. Rinse for 1 minute. Hold your hands higher than your elbows.



16. Leave water running.

17. Dry your hands from fingertips to wrists with the paper towel that you cranked out before.

18. Using the paper towel, turn off the faucets.



JOB STEPS

19. Throw the paper towel into the wastebasket.
20. Ask your instructor to check your hands and arms with the black light.
21. Practice washing until all the "germs" are gone within 15 to 20 seconds of washing.



dietetic assistant

unit: Nutrition

capital area career center

module: 4501 01 030 date: 5/77 level: II

skill title: How To Operate A Small Commercial Dishwasher

developed & written by: Nancy Johnson and Barbara MacKinnon

visuals by: Sandra Starnaman

WORD GUIDE

SANITIZER - A chemical used to kill germs or stop the growth of germs on things such as dishes. The sanitizer makes the dishes safe to use for food. Clorox is used in this dish machine.

PERFORMANCE OBJECTIVEYou are going to learn:

How to operate an under-the-counter commercial dishwasher.

And in order to do this you will need:

Under-the-counter type dishwasher
with a temperature gauge
Dishwasher detergent
Sanitizer
Dish racks
Dirty plates, bowls, cups, saucers, glassware,
silverware, pots and pans and trays
Clean dish towels
Utility cart

We will know you can do it when:

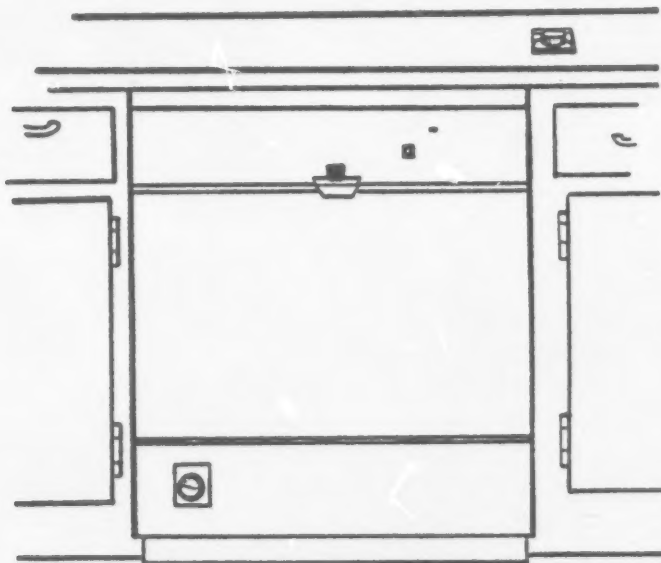
You can wash dishes in the commercial dishwasher so well that:

- A. Dishes are loaded in way that prevents breaking and lets the washing solution touch all parts.
- B. The right detergent is added in amount that will safely wash dishes without waste and without leaving specks of detergent on dishes.
- C. Level of sanitizer is checked and added, if needed.
- D. Dishwasher is closed and started in safe way.
- E. You checked water temperature and reported to supervisor if it was below 120°F or above 140°F.
- F. Dishes are unloaded in way that prevents breaking and keeps dishes clean.
- G. You use clean way of handling clean dishes.

JOB STEPS

Before starting this module, be sure you wear a uniform and hair bonnet, and have washed your hands.

1. You are going to learn how to operate an under-the-counter type dishwasher. Here is a picture of this kind of dishwasher. It may be used in very small nursing homes.



2. Get your dirty dishes (plates, bowls, cups, glasses, silverware, pots, pans, trays) and place them on the metal counter top on the left side of double sink.
3. Scrape and rinse food off dirty dishes into the side of the sink where garbage disposal is located. Use a sponge, handiwipe or S.O.S. pad.

NOTE: Dish machine does not take food off dirty dishes.

4. Stack rinsed dishes on metal counter top on the side of the sink beside dish machine.

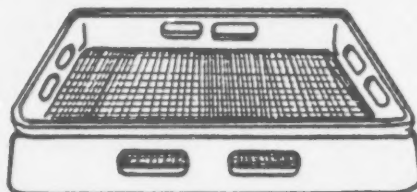
JOB STEPS

5. Next check the amount of sanitizer in the container attached to the side of the dishwasher near the back. If the bottle is not half full, fill it with the sanitizer kept under the sink, by unscrewing cover from bottle and pouring in the sanitizer.



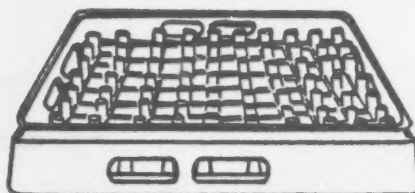
NOTE: Sanitizing solution is automatically sprayed onto dishes during the rinse cycle of the dishwasher.

6. Open dishwasher by lifting up the door handle and gently pulling door down. Do not pull hard because door hinges might break.
7. Pull out the racks in the dish machine. There are two racks that can be used separately or together.
- A. The bottom rack has small holes in the bottom and is for the silverware.



JOB STEPS

- B. The top rack has larger holes in bottom and has dividers or posts sticking up. Silverware is not used in this rack because it falls through the holes.



8. The racks slide in and out on a little track in the dishwasher. Be sure the rack sits firmly on both tracks before you start the dishwasher.
9. To load dishwasher, take out top rack and place on top of dishwasher. Place silverware in bottom rack. Pick up dirty silverware by the handles. Spread out silverware on bottom rack so the water can reach it.

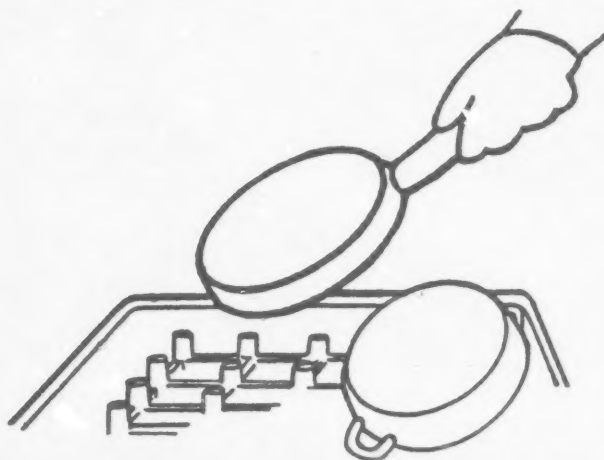


JOB STEPS

Place top rack on top of bottom rack and start loading it with the plates. Stand each plate on its edge and let each plate rest against the posts sticking up in the rack. Put one plate in each place between the posts and have each plate facing the same direction.

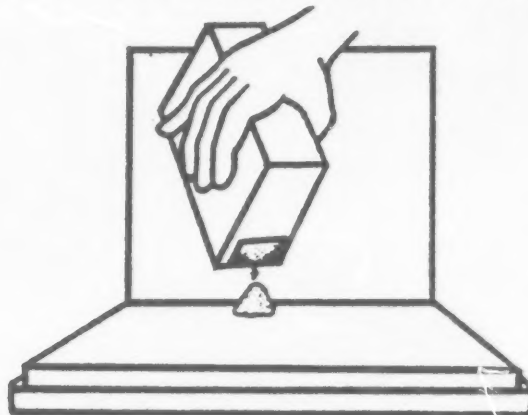


11. Load glasses along the outside of the top rack. Hold onto bottom of glass and turn each glass upside down on rack.
12. Load cups upside down in top rack.
13. Load bowls on their side. Rest each against the prongs.
14. Pots and pans can go in the back of the rack. Turn them upside down. Do not over-load machine. Water spray should touch the inside of each pan.
15. Load trays and large pots in the top rack of the dishwasher. The trays are placed on their side against the prongs.



JOB STEPS

16. Now add the dishwashing detergent. It is used only in dish machine and not used to hand wash dishes. Pour the detergent in a pile near the back of the door of the dishwasher. The amount of detergent should be one tablespoon which is a pile the size of a quarter.



NOTE: If not enough detergent is used, the dishes will not get clean. If too much detergent is used, the dishes will have specks of detergent on them.

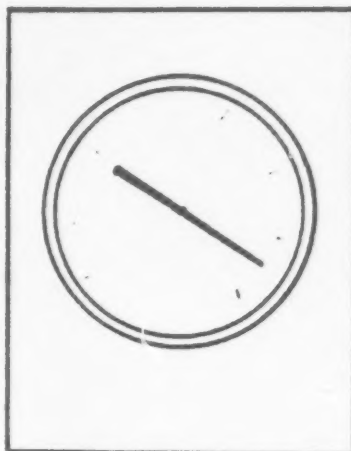
17. Close door of dishwasher. Push down handle to lock. Push button to the right of the handle. The red light to the right of the machine will go on when the dishwasher is running.



17

JOB STEPS

18. Watch the temperature gauge at bottom of the dishwasher. The needle on gauge should move between 120°F and 140°F.



If the gauge does not read between 120°F and 140°F within two minutes, tell your supervisor right away.

NOTE: If temperature is too low, the dishes are not safe for food. Also there will be spots on dishes. If temperature is too high the dishes may be damaged.

19. Dishes are washed within 5 minutes. The motor will be quiet and the red light will go off when cycle is finished. This machine does not dry dishes.
20. When cycle stops, unlatch the door and wait a few moments for pump action to stop. Then open the door. When the door is reclosed and latched, the start button must be re-pressed to resume dishwashing cycle. The cycle will re-start where it was interrupted, if you stop machine during cycle.
21. Before unloading machine, wash your hands.
22. Spread out clean dish towels on top of dish machine for dishes to air dry. Dish towels are kept on top shelf of cupboard next to dish machine.

JOB STEPS

23. Pick up plates and bowls by their edges and stack upside down on top of dish machine.
24. Do the same with the silverware, touching only the handles. For glasses, touch only the bottom. Invert glasses onto towels.
25. Repeat the same with the pots and pans and trays.
26. After the dishes have air dried, place them on utility cart and take them to proper cupboard. Put them away.
27. When all the dishes are washed and removed from dish machine, wipe out the inside of dishwasher with a clean dish towel and allow to air-dry.
28. Once a month open door, roll out rack carrier and put racks on top of dishwasher. Then lift off the 4 way Hydro Sweep by the hub, not by any of the arms.



29. Lift off the Sani Guard Filter.



JOB STEPS

30. Clean both, 4 way Hydro Sweep and Sani Guard Filter in the sink.



31. When they have air-dried, replace them in the dishwasher.





dietetic assistant

unit: Menu Planning and Food Ordering

capital area career center

module: 4501 02 001 date: 7/77 level:

skill title: Menu Planning, One Day Meals for Your Family

developed & written by: Jean Friend, R.D.

visuals by:

PERFORMANCE OBJECTIVE

You are going to learn:

How to plan a day's meals for your family, using the basic four as a guide.

And in order to do this you will need:

Menu Planning Sheet

Pencil

Cookbooks of your choice

We will know you can do it when:

1. You write up a nutritionally adequate menu.
2. You write up a menu which provides for contrasts in flavor, color, temperature, form and method of preparation.
3. You do not repeat any particular food in the menu.
4. You can spell, pronounce, and define all technical words listed in this module.

WORD GUIDE

NUTRIENT - Any matter that serves to sustain an organism's existence, promote growth, replace loss and provide energy.

RECOMMENDED DIETARY ALLOWANCE - Allowances of specific nutrients as recommended by the Food and Nutrition Board of the National Research Council. Nutrients which keep the body functioning at optimum levels.

CALCIUM - To help build bones and teeth.

PROTEIN - Used to repair and build body tissues.

INFORMATION

By providing a family with a nutritionally adequate menu, you can help to keep them healthy.

The basic four is used to plan menus. It is easier to think in terms of foods rather than nutrients. By following the basic four, you will fulfill the Recommended Dietary Allowances.

1. Milk group

Two or more cups of milk (three for children, four for teenagers) for a beverage or in foods such as custards, puddings. It is a good source of calcium.

2. Protein-rich food

Four to six ounces (cooked weight) of protein-rich foods such as meat, eggs, chicken, fish (in addition to the milk allowance). A good practice is to include at least three eggs a week at Breakfast as part of the protein allowance. Legumes and peanut butter can be used as alternatives occasionally. Examples of a 2 ounce cooked meat portion:

1. Hamburger - 1 small patty
2. Cold Cuts - 2 slices
3. Frankfurters 2 (8 per pound)
4. Eggs (2)

WORD GUIDE

VITAMIN - Any of a group of food factors essential in small quantities to maintain life, but do not provide energy by themselves. The extreme absence of any one of them may result in a characteristic deficiency disease.

VITAMIN C - Water-soluble vitamin, found in plants and especially in fruit and leafy vegetables. It helps in resisting infection, and helps prevent fatigue.

VITAMIN A - Fat-soluble vitamin found especially in animal products (egg yolk, milk, fish-liver oils). Function is to keep the skin smooth and soft and to protect against night blindness.

INFORMATION2. Protein (con't.)

5. Salmon, tuna - 1/2 cup

6. Peanut Butter - 4 level tablespoons

7. Dried peas, beans, lentils - 1 cup cooked

3. Fruits and vegetable group

Four servings of fruit, vegetables and/or juice. The four servings should total 2 cups for the day. Everyday, one serving should be a vitamin C fruit or vegetable. Three times per week a food high in vitamin A, should be served.

Sources of vitamin CFruits

Oranges
Grapefruit
Strawberries
Cantaloupe
Tomatoes
Tangerines

Vegetables

Broccoli
Brussel Sprouts
Potatoes
Greens
Cabbage
Green Peppers
Cauliflower

WORD GUIDE

FAT - Used to supply energy and to keep the skin smooth.

CARBOHYDRATE - Used to supply energy. Examples are sugars, starches, and celluloses.

INFORMATION3. Fruits and Vegetables (cont.)

Sources of vitamin A

Fruits

Apricots
Cantaloupe
Tomatoes

Vegetables

Sweet Potatoes
Winter Squash
Carrots
Pumpkin
Broccoli
Greens

4. Cereal group

Best source of carbohydrate; four or more servings of bread or cereal per day. Use whole grain or enriched products. Examples: Bread, cooked or ready to eat cereal, cornmeal, flour, macaroni, spaghetti, grits, noodles and rice.

5. Others

Some form of fat, such as butter or fortified margarine should be included in a good diet. If the diet needs additional calories, foods high in sugar can be used.

JOB STEPS

1. Gather your materials and select a quiet and comfortable work area.
2. Collect your cookbooks.
3. Plan dinner. First, select the meat item.
4. Select an item from the bread group and vegetable group.
5. Select a salad to add color, texture and flavor. Then, select a dessert that will compliment the meal.
6. Plan the lunch in the same order that you planned dinner.
7. Plan breakfast. Select egg or meat, fruit or juice, cereal if desired, and hot bread or toast.
8. List all beverages offered.
9. Put aside menus for the following day to review.
10. Answer the questions on page 7. Check with your instructor if you have any questions on the basic four.

JOB STEPSJOB STEPSSAMPLE MENU

Breakfast

Orange juice 1/2 cup
Corn flakes 3/4 cup
Sausage 2 ounces
Blueberry muffin
Margarine
Milk 1 cup

Lunch

Vegetable soup 1 cup
Peanut butter 2 tablespoons
and Jelly sandwich
Cottage Cheese and chives
Peaches 1/2 cup
Milk 1 cup

Dinner

Spaghetti 1/2 cup with
Tomato and meat sauce 3/4 cup
Broccoli 1/2 cup
Tossed salad with vinegar and oil dressing
Garlic toast 1 slice
Ice cream 1/2 cup
Milk 1 cup

Answer the following questions. Do not write in this mod.

1. Are the above menus nutritionally adequate?
2. Name the members of the protein group.
3. Name the members of the fruit and vegetable group.
4. Name the vegetable high in vitamin A.
5. Name the fruit high in vitamin C.
6. Name the members of the milk group.
7. Name the members of the bread group.
8. Would your family eat the meals listed on this menu?

Answers

1. Yes.
2. Sausage, peanut butter, meat sauce.
3. Orange juice, blueberries in muffin, peaches, broccoli, lettuce, tomatoes, and vegetable soup.
4. Broccoli.
5. Orange juice
6. Milk, cottage cheese, and ice cream.
7. Blueberry muffin, corn flakes, bread, spaghetti, and garlic toast.

Unit: Menu Planning and Food Ordering

module: 4501 02 002 date: 9/1 level:

skill title: Menu Planning for a Hospital

developed & written by: Jean Friend R. D.

visuals by: _____

WORD GUIDE

NUTRITIONAL ADEQUACY - Review information regarding nutrition mod 4501 02 002.

NON SELECTIVE - Only one choice is offered.

MEAL PATTERN - For menus in this module it will be three meals - dinner in the evening, lunch at noon, breakfast in the morning and juice in the evening.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to plan a menu for a hospital.

AND IN ORDER TO DO THIS YOU WILL NEED:

Pencil

Menu-planning blanks

Cookbooks of your choice

WE WILL KNOW YOU CAN DO THIS WHEN:

You plan an appealing menu for two days which offers variety in color, flavor, shape, texture and temperature.

INFORMATION

Basic Points in Menu Planning:

1. Review nutritional requirements as explained in mod 4501 02 002.
2. Your meal plan will be three meals for one day: breakfast, with dinner at noon and lunch or supper in the evening.

Breakfast

Fruit or juice, preferably a good source of Vitamin C, whole grain or enriched cereal, egg or alternate, meat, toast or roll, butter or margarine, milk and beverages.

Dinner

Soup or juice, meat, poultry or fish, potato or alternate, cooked vegetable, salad, bread or roll, dessert, milk and beverages.

Lunch or Supper

Soup or juice, main dish containing protein rich food, vegetable, salad, bread, roll or muffin, butter or margarine, dessert, milk and beverages.

Bedtime

h.s.

3. Other considerations:
 - A. Patients' preference: It is most important that the patient eat what is offered.
 - B. Economic or social background.
 - C. Ethnic, cultural and regional differences:
If patients are from the south, regional favorites such as grits, black-eyed peas and cornbread might be offered.
 - D. Religious differences: Some Catholics, especially elderly, still observe Friday as a meatless day.
 - E. Average age of patients: Elderly patients tend to be well set in food habits, so new items should be carefully introduced.

INFORMATION

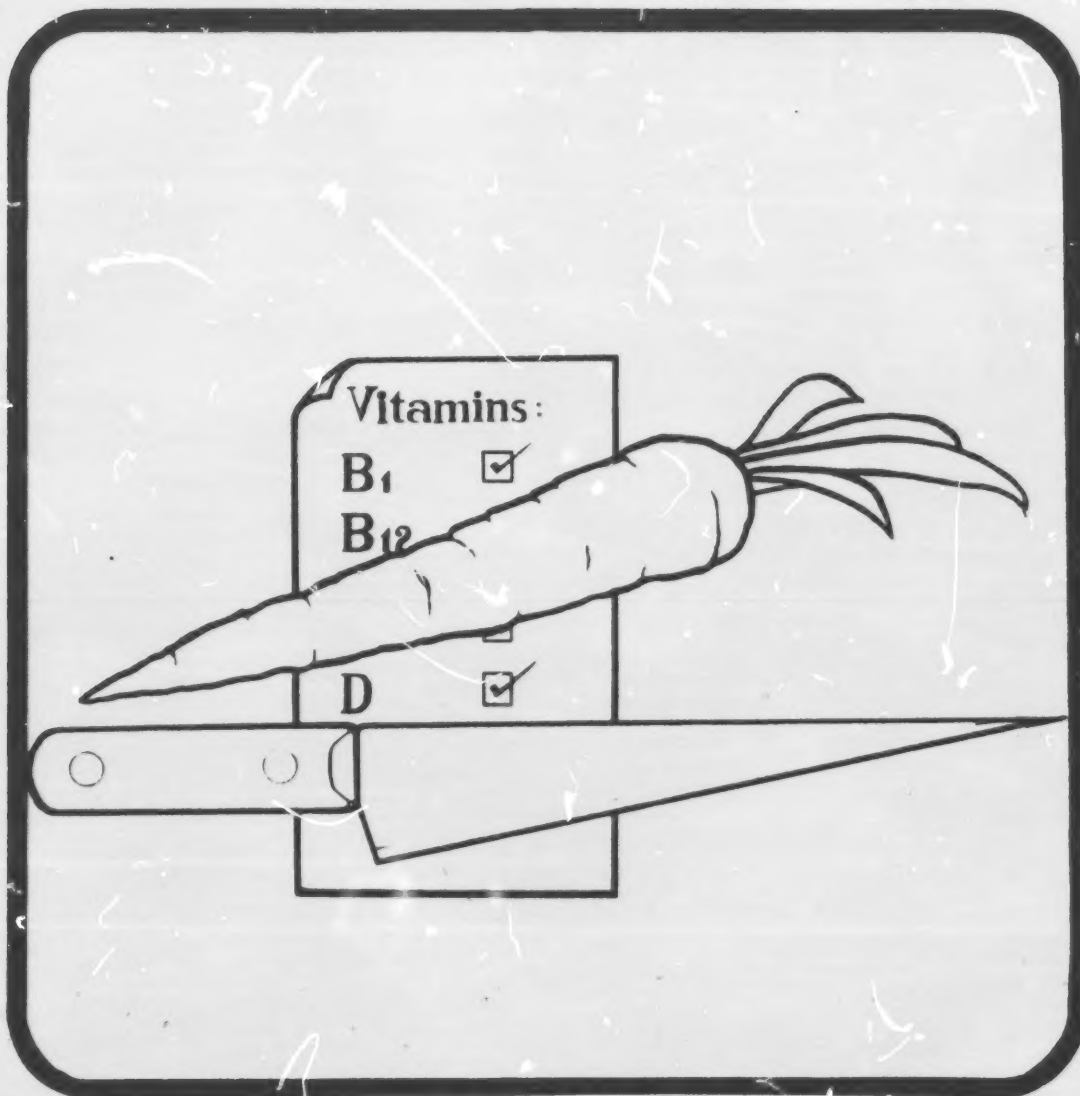
- F. Budget: There should be a food budget so the planner should know how much money is available and this should be adjusted yearly.
4. Equipment: Plan on using different kinds of equipment for each meal. You cannot use one piece of equipment for all items on the menu.
 5. Labor: Spread the labor out during the day.
 6. Type of service: Whether it is centralized service (all food put on trays in the kitchen) or decentralized (the food goes to the floors in bulk and then is put on trays).
 7. Contract of foods: Review information on flavor, form, texture, color, and temperature. Review information given in mod 4501-02-001.
 8. Merchandising techniques:
 - A. Use garnishes to dress up a dish such as: parsley, grapes, celery leaves, or a dab of jelly.
 - B. Balance: Do not serve all the goodies at one meal. Include an attractive salad or dessert with a less popular main dish.
 - C. Variety: Do not repeat the same foods too many times.

JOB STEPS

1. First, collect all materials.
2. Plan the meat or main protein rich meal. Then variety may be obtained through the use of different kinds of meat, as well as different cuts and forms such as roasts, cutlets, chops, ground and cubed meat.
3. Plan the potato or substitute such as rice, noodles or macaroni. If the main dish contains starch omit this as a separate category.
4. Next plan the vegetables.
5. Plan salads. Select from fruit, vegetable and gelatin salads.
6. Bread - use an assortment of breads.
7. Plan desserts last. A rich dessert should go with a light meal. A light dessert, such as fruit goes with a heavy meal. If you use a fruit salad, it may be substituted for dessert. Then dessert should be without fruit such as a cookie, gelatin cubes, cake or pudding. If there is a vegetable salad, fruit would be a good choice for dessert.
8. Plan an appetizer, either soup or juice before dinner and lunch or supper. A soup usually should go with a light meal and a juice usually should go with a heavy meal.
9. Add beverages after desserts.
10. Plan the main breakfast items. Use eggs or egg dish and a meat item.
11. Plan the breakfast fruit or juice.

JOB STEPS

11. Plan the bread and cereal for breakfast.
12. Plan the breakfast beverage.
13. Set meal plans aside to review another day.



dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 003 date: June 1977 level:

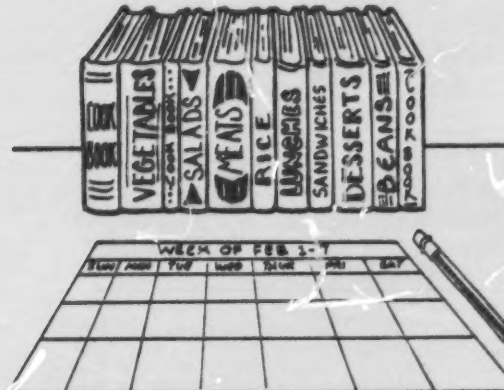
skill title: Planning a Selective Menu for a Hospital

developed & written by: Jean Friend R.D.

visuals by: Sherri Baker 206

WORD GUIDE

Selective Menu - A menu which offers two or more choices for each course of a meal.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to plan a nutritionally adequate, selective menu for a hospital.

IN ORDER TO DO THIS YOU WILL NEED:

Pencil

Menu planning blank for one week

Cookbooks of your choice

WE WILL KNOW YOU CAN DO IT WHEN:

1. You plan an appealing menu with appropriate choices and pleasing variety in color, flavor, shape, texture, and temperature.
2. You can spell, pronounce and define all technical words listed in this module.

INFORMATION

Many hospitals and nursing homes have selective menus to offer variety to their patients. It is important that you know how to balance popular items with less popular items.

For further help in menu planning, review modules 4501 01 002 and 4501 02 002. To plan selective menus, you must know how to do the following steps:

- A. Balance protein rich (casserole) items with a sliced meat, fish or poultry.
- B. Balance a popular vegetable with a less popular item.
Popular vegetables are:

Corn	Wax and Green Beans
Peas	Asparagus
Carrots	

Less popular vegetables are:

Cabbage	Cauliflower
Broccoli	Beets
Brussel Sprouts	Squash
- C. Balance a baked or high calorie dessert with a low calorie one such as a fruit.
- D. Balance a popular salad such as lettuce, cole slaw or cottage cheese with a less popular item such as a molded salad or an arranged fruit salad.
- E. Only one choice of potato or starch item such as rice or noodles is necessary.

The following is a basic menu pattern for a selective menu:

Breakfast

Citrus fruit or juice

Other fruit or juice

Cooked cereal

Dry cereal

Egg or meat

MEAT EXTENDER - A main dish item, protein rich which combines meat with bread crumbs, rice, pasta or vegetables for the purpose of increasing the number of servings per pound of meat.

MEAT-LESS DISH - A protein rich dish which may contain cheese, eggs, fish or legumes.

INFORMATION

Breakfast (continued)

Toast, white or whole wheat, (choice of french toast, pancakes, or waffles) syrup, and jelly

Butter or margarine

Milk whole or skim

Beverage, cream and sugar

Lunch & Dinner

Soup or juice

Meat, poultry or fish

Meat extender dish or meat-less dishes

Potato or starch item

Vegetable popular & less popular

Salad - lettuce or coleslaw

Salad - fruit or molded fruit

Hot bread

Fruit dessert

Baked dessert

Bread, white or whole wheat

Butter or margarine

Beverage, cream and sugar

Milk or skimmed milk

WORD GUIDE

Entree - Main course or main dish of a meal.

Appetizer - First course of a meal usually a juice, soup, or a mixed fruit cup.

JOB STEPS

1. Collect all materials. Read the material in the information section.
2. Have menu pattern in front of you and select all your meat and main dish (entree) items for a week. Two choices are enough.
3. Select a potato or starch item for each meal. If you plan a soup and sandwich type menu for lunch, it is not necessary to have a starch item.
4. Select vegetables. Variety in popular vegetables can be achieved by changes in preparation methods. Select a less popular vegetable for second choice.
5. Use an appropriate salad to add color, texture and flavor. It is a good idea to offer a lettuce salad at every meal with a choice of a less popular salad.
6. Use an assortment of breads with an occasional use of a hot bread such as muffins or biscuits.
7. Balance a fruit dessert with a baked dessert. Ice cream, sherbert, or pudding can occasionally replace the baked desserts.
8. Add beverage and a first course juice or soup or other appetizers.

JOB STEPS

9. Plan breakfast fruit and juice.
10. Plan protein food such as egg or meat. Vary preparation method.
11. Plan bread items such as pancakes, french toast or waffles.
12. Plan a choice of cooked and dry cereal.
13. Plan beverage last.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to adapt a menu to meet physician's orders for a soft diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

General menu written onto the daily menu work sheet

Menu work sheet

Pencil

University of Michigan Diet Manual

WE WILL KNOW YOU CAN DO THIS WHEN:

1. You include the proper foods so the preparation of menus will not become difficult.
2. You plan each menu so that it is adequate in variety, color, texture, flavor and nutrition.

INFORMATION

The following list of words will appear through out this module. It is important that you know these words before doing the job steps. Carefully read through the word list.

Adapt - To make suitable or to adjust to meet requirements.

Diet - Means of regulating food, food management.

Soft Diet - Modification of regular diet by limiting food sources of fiber and connective tissue. Foods are limited to those which are usually well tolerated by hospital patients. Indications are for:

1. Post operative
2. Acutely ill patients
3. Some gastrointestinal disorders
4. Chewing problems

Food Fiber - Indigestible residue left behind in the intestine after food substances are absorbed.

Connective tissue - Collagen, a protein like substance which can be converted to gelatin, digested and absorbed but takes a longer time to do this. Puts stress on the intestines.

Post-Operative - A patient who has had surgery.

Gastrointestinal Disorders - Disorders of the stomach and the intestines.

Intestines - Lower part of the alimentary canal extending from the stomach to the anus.

Alimentary - Concerned with the function of nutrition.

Anus - Opening at the lower end of the intestine through which the solid refuse of digestion is excreted.

Digest - To prepare food in the alimentary tract for entrance into the system.

A soft diet is frequently ordered in a hospital or nursing home. If you work in a hospital you may be asked to prepare a soft diet menu.

The soft diet must be adequate in all essential nutrients.

INFORMATIONFOODS ALLOWED ON A SOFT DIETBeverages

Any kind

Bread, Cereal and Potato

Enriched, white, fine wheat,
rye without seeds, plain rolls,
refined crackers, hot biscuits,
plain muffins, popovers and pancakes

Desserts

Cake and cookies
Gelatin desserts
Ice cream
Pie from allowed foods
Pudding
Sherbet

Fats

Any kind

Fruits

Any fruit juice or puree of fruits
cooked apple (without skin), apricots,
cherries, cranberries strained, peaches,
pears, pineapple, plums, prunes,
rhubarb, fresh banana, cantaloupe,
grapefruit (no membrane), honeydew melon,
orange (no membrane), peach (ripe, no skin), pear (ripe,
no skin) and watermelon

Meat or Substitute

Cheese, eggs, fish,
meat (tender), peanut butter (smooth),
poultry, shell fish

INFORMATIONSeasonings

Any kind

Soups

Any kind from allowed foods

Sweets

Any kind without nuts and seeds

VegetablesCooked:

Asparagus tips, beans
green and wax, beets, carrots,
eggplant, mushrooms, peas,
pimento, pumpkin, spinach,
squash and tomatoes

Fresh:

Tomatoes and lettuce

FOODS TO AVOID ON A SOFT DIET

1. Fruits with tough skins, nuts and raisins
2. Wheat and bran cereals
3. Rough meats
4. Raw fruits and vegetables except those listed in allowed list
5. Fried foods

INFORMATION

This is the general diet you are to adapt:

Breakfast

Cantaloupe

Oatmeal

Fried egg

Whole wheat toast with jelly

Milk

Coffee

Lunch

Cream of mushroom soup

Tuna salad sandwich

Vanilla pudding

Milk

Coffee

Dinner

Fried perch

Baked potato

Carrots

Cabbage salad

Roll and margarine

Raspberries

Milk

Coffee

JOB STEPS

1. Collect your materials. Read the material contained in the information section.
2. Look at the breakfast meal plan.
3. Draw arrows for items which will carry over from a regular diet.

Example:Regular DietSoft Food Diet

Cantaloupe

_____>

Oatmeal

_____>

Fried egg

Whole wheat toast
and jelly

_____>

Milk

_____>

Coffee

_____>

4. Substitute foods from the soft diet for items not allowed from regular diet. Be sure there are no fruits with skin or seeds, whole wheat cereals and no fried foods.

Example: Fried egg

_____>

Poached egg

5. Look at the regular lunch menu. Repeat job step 3.

Regular DietSoft Food DietCream of Mushroom
soup

_____>

Tuna salad sandwich

Molded pear salad

_____>

Vanilla pudding

_____>

Milk

_____>

Coffee

_____>

6. Repeat job steps 4 for the lunch menu.
7. Be sure there are no raw vegetables or raw fruits except those allowed, no coconut.

JOB STEPSExample:

Tuna salad → Tuna salad without celery or onions, salad dressing and seasonings only

8. Look at the regular menu. Repeat job step 3.

Example:Regular DinnerSoft Dinner

Fried perch

Baked potato

Carrots

Cabbage salad

Roll and margarine

Raspberries

Milk

Coffee

9. Repeat job step 4 for the dinner menu.

Example:

Fried perch

Cabbage salad

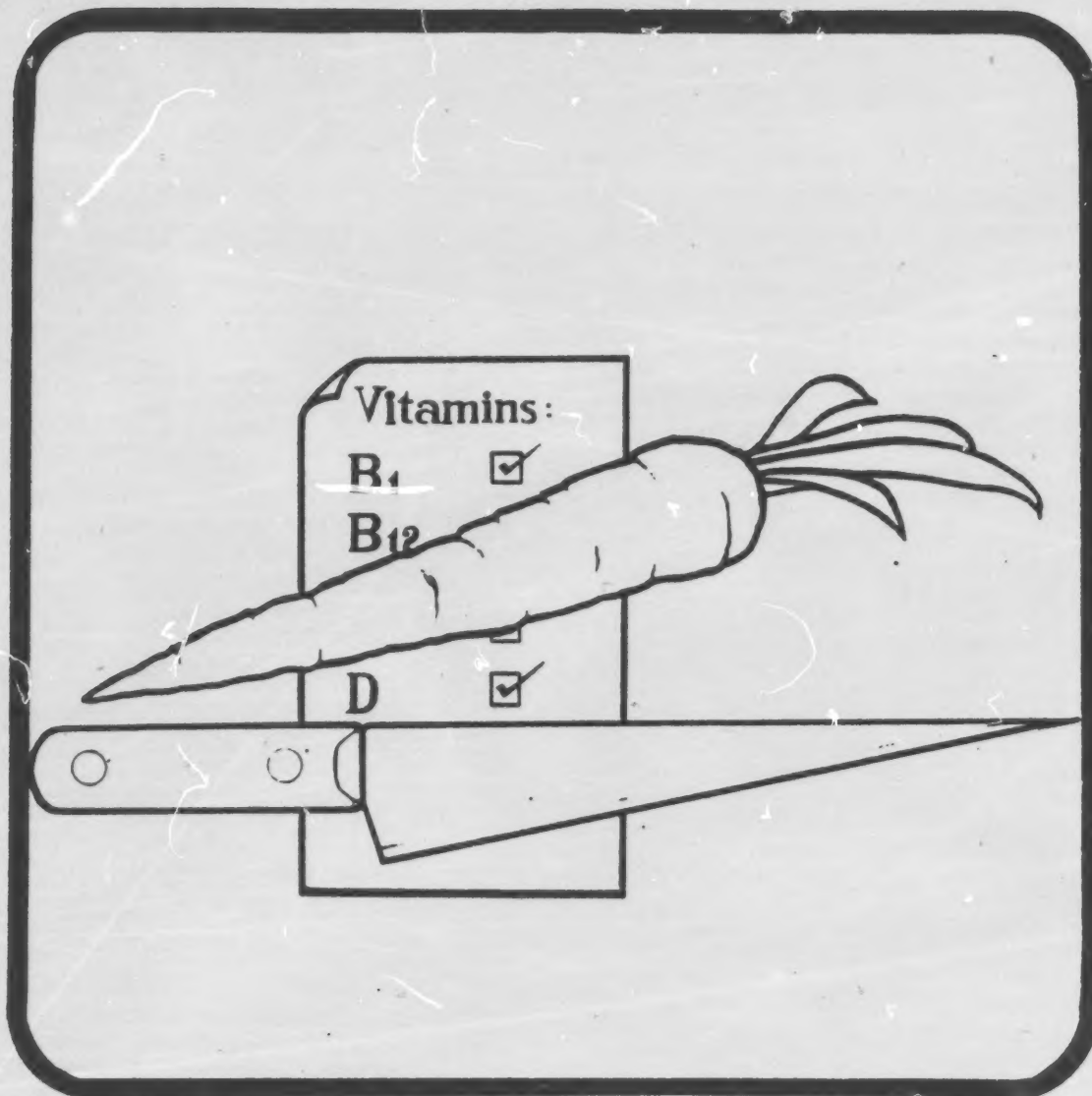
Raspberries

Baked perch

Chopped lettuce and tomatoes

Apple pie

10. Evaluate soft menu for color, texture and nutritional adequacy as in module 4501 02 001.



dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

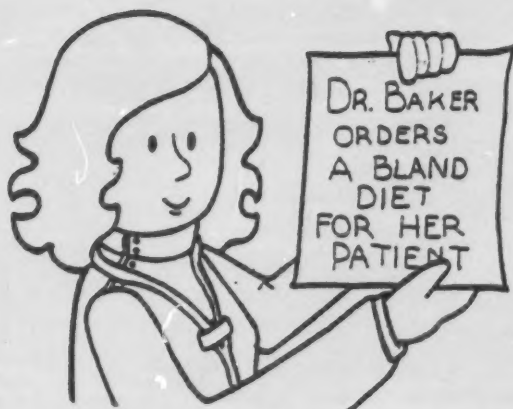
capital area career center

module: 4501 C2 005 date: June 1977 level:

skill title: Adapting a Menu to Meet Physician's Orders for
a Bland Diet

developed & written by: Jean Friend R.D.

visuals by: Sherri Baker 220

WORD GUIDE

Bland Diet - Provides a smooth non-irritating, non-stimulating diet for the patient with ulcers or open lesion on the mucus lining of the stomach or duodenum and in various diseases of the gastrointestinal tract.

Non-irritating - To not bring upon a sensitive condition.

Non-stimulating - Does not quicken a vital process.

Lesions - A wound.

Mucus Lining - A lubrication membrane lining.

Duodenum - The first portion of the small intestine.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to adapt a menu to meet the physician's order for a bland diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

General and soft menus on daily menu worksheet

Pencil

University of Michigan Diet Manual

WE WILL KNOW YOU CAN DO IT WHEN:

1. You include the proper foods for the bland diet
2. You do not use too many different foods so that preparation of these menus will become burdensome.

WE WILL KNOW YOU CAN DO IT WHEN:

3. You plan each menu so that it is adequate in variety, color, texture, flavor, and nutrition.

INFORMATION

Bland diets are frequently ordered for hospital patients with gastrointestinal problems. The diet will make a patient more comfortable when the patient has an ulcer.

The bland diet is usually served in six small feedings so that the digestive tract is not over worked. The diet meets the recommended dietary allowance as established by the National Research Council. Amounts of food may be gradually increased as the patient builds a tolerance for the food.

Review information given in modules:

4501-02-001

4501-02-002

4501-02-003

4501-02-004

INFORMATIONBland DietFoods AllowedA. Beverages

Milk

Ovaltine

Postum

Sanka

Tea

B. Bread

Bread, white

Crackers, white

C. Cereals

Oatmeal

Rice or corn cereals
dryD. Desserts

Cake and cookies, plain

Latin desserts

Ice cream

Puddings, plain

E. Fats

Butter, margarine

Cream

Foods to Avoid

Alcohol

Carbonated beverage

Coffee

Whole grain bread

Doughnuts

Pancakes

Coarse cereals containing
wheat and bran

Rich cakes

Pastries

Desserts containing dried
or glazed fruits, nuts,
coconut or spices

Salad dressing

INFORMATIONFoods AllowedF. Fruits

Any fruit juice, fruit
puree, fresh ripe banana,
cooked applesauce, apricots,
peaches, cherries and pears

G. Meat or Substitute

Meats tender
Beef
Fish
Lamb
Liver
Pork
Poultry
Veal
Cheese cottage or cream
Eggs

H. Potato or Substitute

Macaroni
Noodles
Potato, white
Potato, sweet
Rice
Spaghetti

Foods to Avoid

Raw fruits except
as listed. All
other fruits and berries.

Fatty, tough, salted, or
smoked meats, fried eggs,
bolonga, corned beef,
frankfurters, ham,
herring, sardines,
sausage, luncheon meats,
rare meats

Fried potatoes
potato chips

INFORMATIONFoods AllowedI. Seasonings

Salt

J. Soup

Strained, creamed soups
made with milk and
allowed food

K. Sweets

Small amounts
as tolerated

L. Vegetables

Any pared vegetables,
cooked asparagus,
beans, green or yellow
beets,
carrots,
spinach and squash

Foods to Avoid

Catsup, chile sauce,
horse radish, meat sauces,
mustard, spices, vinegar,
olives, pickles, gravy,
nutmeg and cloves

Broth soup

Soup made with chicken
stock, or beef stock

Candy containing coconut,
nuts, glazed fruit, jam
with seeds, marmalade and
concentrated sweets

Any other

JOB STEPS

1. Collect your materials. Read the material given in the information section.
2. Look at the soft diet menu. The bland diet is very similar to the soft diet with a few exceptions.
3. On the breakfast menu, indicate the items which will carry from the soft diet to the bland diet.

Example:

<u>Soft Diet</u>	<u>Bland Diet</u>
Cantaloupe	Same
Oatmeal	Same
Poached egg	Same
Whole wheat toast & jelly	Same
Milk	Same
Coffee	Same

4. Substitute foods from the bland diet for the items not allowed from the soft diet.

Example:

Cantaloupe	Orange juice
Toast	White toast & jelly
Coffee	Sanka

5. Break the meal into two feedings by serving the oatmeal and milk at midmorning.

Note: Bland diet includes 6 small feedings.

JOB STEPS

6. Look at the lunch menu. Repeat job step 3.

Example:

Soft DietBland Diet

Cream of mushroom soup

Same

Tuna salad sandwich

Same

Molded pear salad

Same

Vanilla pudding

Same

Milk

Same

Coffe

Same

7. Repeat job step 4 for the lunch menu.

Cream of mushroom soup

-

Must be made from just a plain cream sauce and mushrooms.

Tuna sandwich

-

Must be without salad dressing and raw vegetables.

Coffee

-

Must be sankas.

8. Break the meal up into 2 feedings by serving the vanilla pudding and milk at mid afternoon.

9. Look at the soft dinner menu. Repeat job step 3.

Example:

Soft DietBland Diet

Baked perch

Same but without seasoning, except salt.

Baked potato

Same

JOB STEPS

Example: (continued)

Soft Diet

Carrots

Chopped lettuce and tomato

Roll & margarine

Milk

Coffee

Bland Diet

Same

Cottage cheese

Same

Same

Sanka

10. Repeat job step 4 for the dinner menu.

Example:

Lettuce & tomato

Apple Pie

Coffee

Cottage cheese, cherries

Applesauce

Sanka

11. Break up meal into 2 feedings by serving applesauce and milk at bedtime.
12. Evaluate bland menu for color, texture, and nutritional adequacy.



dietetic assistant

unit: Menu Planning and Food Ordering

capital area career center

module: 4501 02 006 date: 6/77 level:

skill title: Adapting a Menu to Meet the Physician's Orders for
a Lowfat Diet

developed & written by: Jean Friend

visuals by:

WORD GUIDE

Low fat Diet - to provide a diet following the normal dietary pattern with limited fat intake. This diet is frequently used in the dietary treatment of a gall bladder. This diet will provide 50 grams of fat.

Gall Bladder - A vessel attached to the liver which receives bile from the hepatic ducts, concentrates it and discharges it after meals.

Hepatic Ducts - Liver ducts (opening)

Bile - Help to digest fats

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to adapt a menu to meet a physician's order for a low fat diet.

IN ORDER TO DO THIS YOU WILL NEED:

General, soft, and bland menus on daily menu worksheet

Pencil

University of Michigan Diet Manual

WE WILL KNOW YOU CAN DO IT WHEN:

1. You include the proper foods for the low fat diet.
2. You do not use too many foods so that preparation of these foods will become difficult.
3. You plan each menu so that it is adequate in variety, color texture, flavor, and nutrition.

INFORMATION

A low fat diet is frequently prescribed for patients with gall bladder problems.

This diet meets the recommended dietary allowance for good nutrition as established by the National Research Council of the Food and Nutrition Board.

This diet will contain about 50 grams of fat. Further reductions may be ordered by the physician.

Calories may be increased by the addition of bread, fruits, sweets, and skim milk.

LOW FAT DIETFoods AllowedBeverages

Buttermilk fat free

Carbonated beverages

Coffee - coffee substitutes

Milk - skim

Bread

Whole grain enriched or restored bread

Cereal

Cereals cooked and ready to eat

Potato, potato substitutesDesserts

Angel food or sponge cake (no icing)

Cookies--low fat

Gelatin

Puddings made with low fat milk

Sherbets and ices

INFORMATIONFats

Any kind, 3 teaspoons per day

Fruit and Fruit Juices

Any kind except avacado & olives

Meat and Substitutes

Cottage cheese

Egg

Fish

Fowl (with out skin or fat)

Meat (lean) beef, lamb, lever, pork, and veal

Seasonings

Any kind

Soups

Fat free broths & soup from allowed food

Sweets

Any kind except chocolate

Vegetables

Any kind

INFORMATIONFOODS TO AVOID

White milk & whole milk products

Cheddar cheese

Quick bread, sweet rolls

Commercial cakes, pies, cookies, and mixes

Ice cream

Avacado, olive and nuts

Heavily marbled and fatty meats

Spare ribs, mutton, frank furters, and sausage

Bacon, luncheon meats, and organ meats,

Duck and goose

Fried foods, potato chips, and buttered popcorn

JOB STEPS

1. Collect your materials. Read the material contained in the information section.
2. Look at a breakfast menu.
3. On the breakfast menu, indicate items that carry over to the low fat diet. Take food from the general menu as much as possible. When these foods are not suitable, use foods from soft or bland diets.

Breakfast MenuRegular Diet

Cantaloupe

Oatmeal

Fried eggs

Toast & jelly

Milk

Coffee

Low fat Diet

Same

Same

Poached egg
(from soft and bland)

Same

Same

Same

4. Substitute foods from the low fat diet for the items not allowed from the regular or soft diet. Be sure there is no fried foods or whole milk.

Example:

Milk ----- skim milk

5. Look at the general lunch menu. Repeat job step 3 for the lunch menu.

JOB STEPSLunch MenuRegular Diet

Cream of mushroom soup

Tuna salad sandwich

Molded pear salad

Vanilla pudding

Milk

Coffee

Low fat Diet

Same

Same

The cream of mushroom soup and vanilla pudding should be made with skim milk. The tuna salad sandwich can be made with celery, onions, and one teaspoon of salad dressing. Tuna should be packed in water. Serve only skim milk.

6. Repeat job step 4 for the lunch menu.

7. Look at the dinner menu. Repeat job step 3.

Dinner MenuRegular Diet

Fried Perch

Baked Potato

Carrots

Cabbage salad

Roll with margarine

Raspberries

Milk

Low fat Diet

Baked perch from soft

Some sour cream no butter

Same

Some but with vinegar dressing

Same

Same

JOB STEPS

8. Repeat job step 4. Make sure the fish is cooked with out extra fat. The cabbage salad should just have a vinegar dressing. The milk should be skim and vegetables cooked without fat.
9. Evaluate the low fat menu for color, texture, flavor, and nutritional adequacy.



dietetic assistant

unit: Menu Planning and Food Ordering

capital area career center

module: 4501 02 007 date: 6/77 level:

skill title: Adapting a Menu to Meet Physician's Orders for a
Low Saturated Fat Diet

developed & written by: Jean Friend R.D.

visuals by: 238

WORD GUIDE

Low Saturated Fat Diet or
Low Cholesterol Diet - A diet that reduces or controls serum cholesterol values without changing total calories intake. This diet incorporated certain dietary limitations that are believed to be beneficial in preventing diseases of the heart and the arteries. It controls the amount and kind of fat used as well as the amount of cholesterol taken in foods.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to adapt a menu to meet a physician's order for a low saturated fat diet.

IN ORDER TO DO THIS YOU WILL NEED:

General, soft, bland and low fat menus on a daily work sheet

Pencil

University of Michigan Diet Manual

WE WILL KNOW YOU CAN DO THIS WHEN:

1. You include the proper foods for the low saturated fat diet.
2. You do not use too many items so that food preparation will become burdensome.
3. You plan each menu so that it is adequate in color, variety, texture, flavor and nutrition.

WORD GUIDE

Artery - Blood vessel which carries blood from the heart to any part of the body.

Cholesterol - Fat-like substance found in certain foods such as egg yolk, whole milk, fatty meats; also found in the blood.

INFORMATION

A low saturated fat diet is frequently ordered for patients with diseases of the heart and the arteries. It is also frequently ordered as a preventive measure for patients with a family history of heart disease.

The low saturated fat diet (low cholesterol diet) must be adequate in nutrition and meet the recommended dietary allowances for good nutrition as set up by the National Research Council.

The cholesterol content of the diet must be about 300 milligrams per day, over a period of one week.

FOODS ALLOWEDBeverages

Buttermilk
Carbonated beverages
Coffee or coffee substitute
Fruit juices
Milk, skim
Vegetable juices

Bread

White, whole wheat or rye
Graham crackers, saltines or oyster crackers
Hot breads made with allowed fat and milk
Cereal, any kind
Rolls, plain

Desserts

Angel food cake

INFORMATION

Fruit and fruit ices

Fruit pie with crust made with allowed fat

Fruit whip made with egg whites

Tapioca or cornstarch pudding made with egg whites

Gelatin desserts

Meat or Substitutes

Make a selection from this list:

Fish, including shellfish

Fowl - without skin. No duck or goose

Veal - any kind

Cheese - cottage cheese

ricotta or imitation process cheese

Limit eggs to three whole eggs per week. Not to have more than one per day.

Beef limited to 6 ounces per week

Fruits

Any kind except avocado and olives

Fats

Use the following daily minimum:

1 tablespoon daily of corn oil, safflower oil or mayonnaise

2 tablespoons of any margarine with liquid corn, safflower or soybean oil listed as the first ingredient

1 choice daily from the following list:

French dressing (1 tablespoon)

Walnut or pecan halves (6)

Almonds (9)

FOODS TO AVOID

Whole milk and products

Bread made with whole milk, egg yolk, lard or butter

INFORMATION

Cakes, including mixes except angel food

Cookies, ice cream, ice milk or sherbet

Whipped cream

Pies made with ingredients not allowed

Products containing coconut oil

Commercially fried foods such as potato chips, french fried potatoes or fried fish

Fatty meats; luncheon meats, hotdogs, bacon, sausage or canned meat products

Cheese except those listed

Frozen and packaged dinners and most convenience foods unless type of fat is listed

The booklet, Dietary Control of Cholesterol, by Fleishmann Margarine, will be helpful in planning menus.

Material related to low cholesterol diets is available from the American Heart Association.

JOB STEPS

1. Collect your materials. Read the material in the information section.
2. Look at the low fat diet breakfast menu.
3. Indicate items which will carry over from the low fat diet to the low saturated fat diet. Example:

Low FatLow Saturated Fat

Cantaloupe	Same
Oatmeal	Same
Poached egg	Same
Toast with margarine and jelly	Same
Skim milk	Same

4. Substitute foods from the low saturated diet for the items not allowed from the low fat diet be sure there is no animal fat, butter, whole milk or bacon. The egg in the example was eliminated to be given on another day.
5. Look at the low fat luncheon menu. Repeat job steps 3 for the luncheon menu. Example:

Low FatLow Saturated Fat

Cream of Mushroom soup	Made with skim milk
Tuna salad sandwich	Made with 1 tablespoon of mayonnaise
Molded pear salad	Same
Vanilla Pudding	Made with skim milk
Skim milk	Same
Coffee	Same

6. Repeat job step 4 if necessary. All items can be used with minor changes in the low saturated fat diet. Check to be sure there is no gravy, butter, or commercially baked products.
7. Look at the low fat dinner menu. Repeat job step 3.

Low FatLow Saturated Fat

Baked Perch	Same
Baked Potato	Same

JOB STEPS

Carrots	Same
Cabbage salad	Same
Roll with margarine	Same
Raspberries	Same
Skim milk	Same
Coffee	Same

8. Repeat job step 4 if necessary. All items can be used but 1 tablespoon of corn oil should be used with the vinegar for the cabbage salad. Extra margarine, 2 teaspoons, can be used for carrots and potatoes. Check to be sure no gravy, commercially baked products or whole milk are used.
9. Evaluate our menu and your own for color, texture, flavor and nutritional adequacy.



Unit: Menu Planning and Food Ordering

capital area career center

visuals by: _____

WORD GUIDE

LIQUID DIET - Modification of regular diet. All food will pour at body temperature. It is prescribed for patients who cannot tolerate solid foods.

PERFORMANCE OBJECTIVEYou are going to learn:

How to adapt a menu to meet physician's orders for a liquid diet.

And in order to do this you will need:

1. General, soft bland low fat, low saturated fat diets on Daily Menu Worksheet
2. Pencil
3. University of Michigan Diet Manual

We will know you can do it when:

1. You include the proper foods for the Liquid diet.
 2. You use the proper amount of foods so that preparation of the menus will not become burdensome.
 3. You write up a menu that has variety in color, flavor, and nutrition.
- (2)

INFORMATION

Liquid diets are frequently prescribed for patients who cannot tolerate solid food.

I. Daily Food Plan

- A. Milk group - 1 1/2 qt. fluid whole milk
- B. Meat group - 2 oz. finely homogenized meat or eggnog
- C. Vegetable and fruit group - 3 servings including a citrus juice
- D. Cereal, potato group - one or more servings enriched, refined cereal or strained potato
- E. Fats and sweets:
 - 3 teaspoons of sugar
 - 5 teaspoons of fat for calories

The foods listed above are adequately nutritious.

II. Foods Allowed

- A. Beverages - any kind
- B. Cereal - cooked refined
- C. Desserts
 - Custard
 - Gelatin, clear
 - Ice cream, plain
 - Sherbet
 - Pudding, corn starch or Tapioca
 - Rennet dessert
- D. Seasonings
 - Flavoring in moderation
 - Pepper
 - Salt
- E. Soup - any kind, strained.
- F. Sweets
 - Honey
 - Jelly
 - Sugar
 - Syrup

INFORMATIONII. G. Fats

Butter or Margarine
Cream

H. Fruits - Juice, anyI. Meat substitute

Finely homogenized meat in broth only. Only use commercially prepared eggnog (it is against the health code to use raw eggs in an institution).

J. Nuts - noneK. Potato and vegetables - strained in cream soup only

III. Avoid all other foods not mentioned.

The following are examples of a liquid breakfast, lunch and dinner menu:

Breakfast menu pattern should consist of refined cereal, juice, milk, coffee or tea.

BreakfastLiquid

Orange Juice from bland diet
Oatmeal from regular diet
Milk from regular diet
Coffee from regular diet

The liquid lunch and dinner should consist of cream soup, juice dessert, a high protein drink, milk, coffee.

Lunch

Strained Cream of Mushroom soup
Apple Juice
Vanilla Pudding
Milk
Coffee

Dinner

Strained Cream of Potato Soup
Tomato Juice
Plain gelatin
Eggnog

JOB STEPS

1. Collect all materials.
2. Read and learn all the information listed in the information section of this module.
3. Select any liquid food from any of the Daily Menu Worksheets and write them on the Liquid Menu.
4. Look at the lunch and dinner menu. Then, select any liquid foods for the liquid menu.
5. Evaluate menu for color, flavor and nutritional adequacy.
6. Add any extra calories by serving malted milks, milk shakes, and other high caloric desserts between meals.



dietetic assistant

unit: Menu Planning and Food Ordering

capital area career center

module: 4501 02 011 date: 4-18-77 level: 1

skill title: Taking a Physical Inventory (Physical Inventory)

developed & written by: Eleanor Trithart

visuals by: Sherri Baker



PERFORMANCE OBJECTIVE

You are going to learn:

How to take a physical storeroom inventory.

And in order to do this you will need:

physical storeroom inventory form

pencil with eraser

clipboard for physical storeroom inventory form

supply storeroom or shelves

We will know you can do it when:

You can count the supplies on hand in the storeroom (or on the shelf given) without making any mistakes.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
<u>IMPORTANT TO REMEMBER:</u> 1. Each time you take Physical Inventory, follow the same procedure. 2. Always count all the items of the same description and unit before starting to count any new items. 3. Finish counting the items on each shelf before going to those on the next shelf. 4. Count the items on every shelf in the storeroom.	American Hosp. Association <u>Food Service</u> <u>Manual For</u> <u>Health Care</u> <u>Institutions,</u> 1972 251	Ask Instructor

WORD GUIDE

PHYSICAL INVENTORY - an actual counting of number of boxes, cans and other supplies on hand in storeroom.

JOB STEPS

1. Get all materials and go to the storeroom.
2. Starting with the top shelf and using the Physical Storeroom Inventory Form, list each item to be counted under the Description heading.
3. List the unit of each item under the Unit heading.
4. Count every item of the same description and unit. Then list this number under the Current on Hand heading.
5. Repeat this process until you have counted and listed each item on the shelf on the Physical Storeroom Inventory Form.
6. Complete the inventory for each shelf before beginning that for the next shelf.



dietetic assistant

unit: Menu Planning and Food Ordering

capital area career center

module: 4501 02 009 date: 6/77 level:

skill title: Adapting a Menu to Meet Physician's Orders for

Diabetic and a Low Calorie Diet

developed & written by: Jean Friend R.D.

visuals by: 254

WORD GUIDE

Diabetic Diet - Diet restricted in concentrated sweets and calories of persons with diabetes.

Diabetes - A disease which reduces the pancreas' ability to produce insulin.

Pancreas - Gland which secretes insulin. Located near the stomach.

Insulin - An extract obtained from the pancreas. Causes a reduction of sugar in the blood and the urine.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to adapt a menu to meet physician's orders for diabetic and low calorie diets.

AND IN ORDER TO DO THIS YOU WILL NEED:

General, soft bland, low fat, low saturated fat and liquid diet menus

Pencil

University of Michigan Diet Manual

WE WILL KNOW YOU CAN DO THIS WHEN:

1. You include the proper foods for the diabetic and low calorie diets.
2. You use the proper amount of foods so that the preparation of these menus will not become burdensome.
3. You adequately prepare each menu so that the food varies in variety, color, texture, flavor and nutrition.

WORD GUIDE

Diabetic Diet - Diet restricted in concentrated sweets and calories of persons with diabetes.

INFORMATION

It is important to know how to adapt a calorie restricted or diabetic diet from a general diet, because it is frequently ordered for patients with diabetes or with weight problems.

The diabetic and low calorie diet meets the recommended dietary allowance. If the intake is under 1200 calories, you should add a vitamin and mineral supplement.

Use the diet manual to determine the amount of exchange needed for each calorie level.

DIABETIC DIET

Huron Memorial Hospital Diet Manual

Bad Axe, Michigan

USE: This diet is prescribed for diet control in diabetes.

ADEQUACY: A diabetic diet containing 1200 calories or more can be planned to meet the nutritional needs of the average adult except for iron.

DIET PRINCIPLES:

1. The diabetic diet is prescribed for each individual, taking into account the severity of his/her disease; the amount of exercise he/she performs; the type of insulin therapy he/she receives, and the calorie content which will maintain the desired weight.
2. Diabetic diets are calculated to contain 40 percent carbohydrate, 20 percent protein, and 40 percent fat. Diabetic diets are served in three meals, containing equal amount of carbohydrate, unless otherwise ordered.
3. The EXCHANGE DIET. The diabetic diet is based on the grouping of foods into six food groups called EXCHANGE LISTS. The six list are: milk, vegetables, fruit, bread, meat, and fat. Foods within each list have similar values and may be substituted or exchanged for other foods in the same list. Foods in different lists are not of equal value and cannot be exchanged.
4. The diabetic diet is calculated to contain a definite number of exchanges from each list according to the number of calories allowed. The patient should eat no more or no less than the number of exchanges indicated.
5. Most foods on the diabetic diet have to be measured or weighed. Foods eaten cooked are measured or weighted after cooking. Food should not be fried unless fat exchanges are used.

6. Special foods (dietetic) are not necessary for the diabetic patient, except for dietetic fruits if fresh fruits are not preferred. Dietetic foods are expensive, and the labels are often difficult to understand.
7. Although it is possible to calculate numerous substitutions using the exchange lists, to avoid confusion, the hospital diabetic diets allow only foods listed on instructional material given to patients.

CALORIE RESTRICTED DIETS

Huron Memorial Hospital Diet Manual

Bad Axe, Michigan

USE: The CALORIE RESTRICTED DIETS are prescribed for weight reduction and as a basis for weight control.

ADEQUACY: A CALORIE RESTRICTED DIET containing 1200 calories or more can be planned to meet the nutritional needs of the average adult except for iron.

DIET PRINCIPLES:

1. A calorie restricted diet should be planned to permit an individual to lose weight and still maintain health. This requires an adequate intake of protein, minerals, and vitamins.
2. In addition to producing weight loss and providing adequate nutrients, the calorie restricted diet should retrain faulty eating habits which caused extra weight.
3. Calculated diet plans for weight reduction are included in the section for diabetic diets.

JOB STEPS

1. Collect all materials.
2. Review all information and start to memorize exchange lists.
3. Make up a general, soft bland, low fat, low saturated fat, liquid diet menu for breakfast, lunch and dinner.
4. Adapt your menu to the needs of a diabetic. All items can be carried over. Pay more attention to portion size. Do not add sugar or concentrated sweets such as jelly. Avoid fried foods.
5. Look at the lunch menu. Decide on appropriate food substitutes. Avoid gravy, extra butter, salad dressings and rich desserts.
6. Look at dinner menu. See if you need substitute foods such as lower calorie items. Avoid fried foods, gravy and rich desserts.
7. Evaluate the menu for color, flavor, texture and nutritional adequacy. Be sure there are foods from the six exchange lists.

Unit: MENU PLANNING AND FOOD ORDERING

module: 4501 02 010 date: 12/77 level:

skill title: Adapting a Menu to Meet Physician's Orders for a
Low Sodium Diet

developed & written by: _____

visuals by: _____ 261 _____

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to adapt a menu to meet physician's orders for a low sodium diet.

AND IN ORDER TO DO THIS YOU WILL NEED:

General, soft, bland, low-fat, low-saturated fat, liquid, diabetic-low calorie menus on daily menu worksheet

Pencil

University of Michigan Diet Manual

WE WILL KNOW YOU CAN DO IT WHEN:

1. You include the proper foods for the low sodium diet.
2. You do not use so many foods that preparing these menus becomes too difficult.
3. You adapt a menu that is adequate in variety, color, texture, flavor and nutrition.

INFORMATION

1 milliequivalent (mEq.) sodium = 23 milligrams (mg.) sodium.
Read the following material on Low Sodium Diets:

University of Michigan Diet Manual, pages 75-108

Use pages 93-108 for foods to be allowed on the menu. The majority of sodium restricted diets will be at this level (40mEq.) 920 mg.

Robinson, Basic Nutrition and Diet Therapy, Pages 259-267.

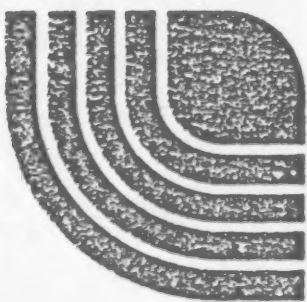
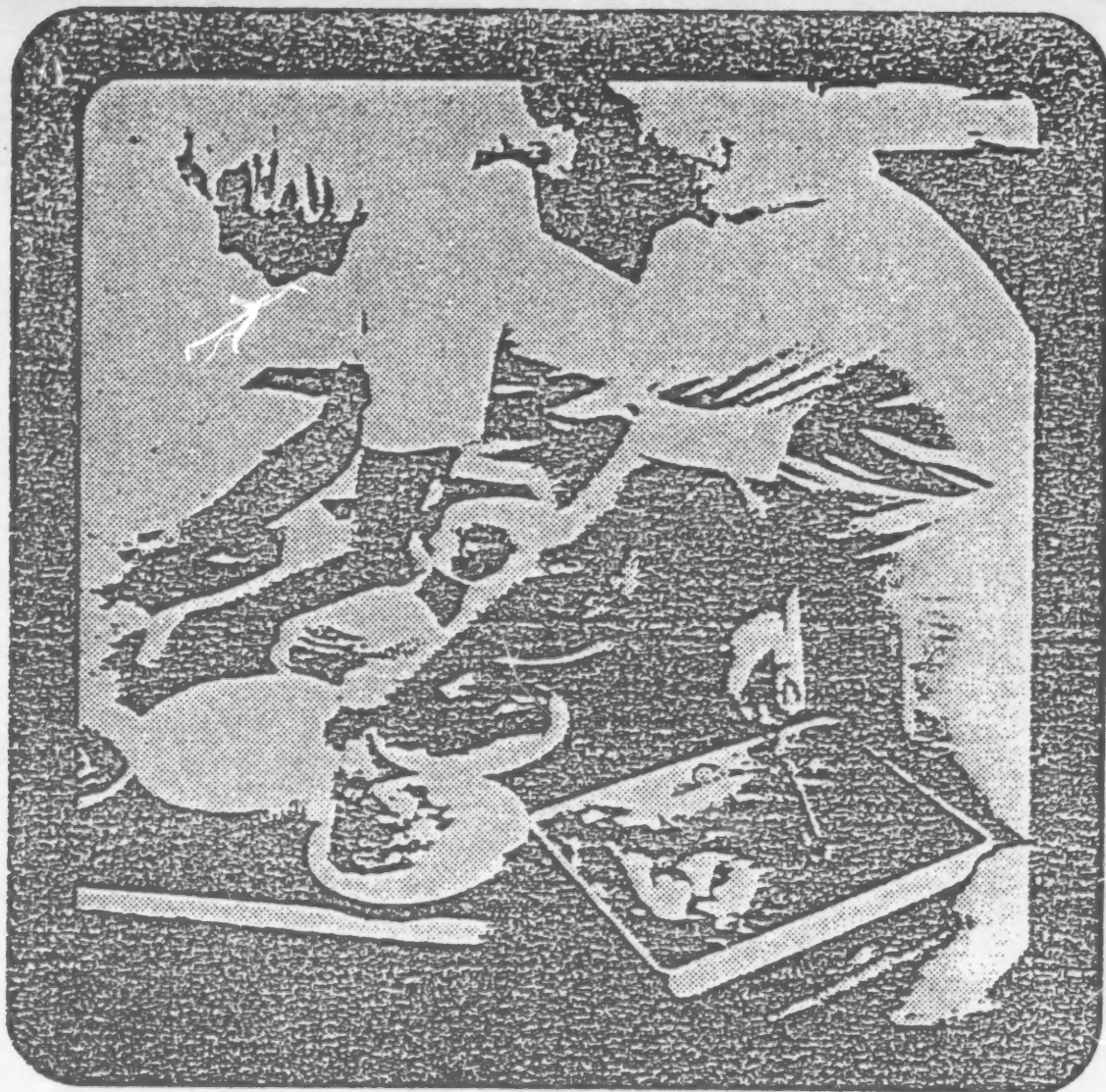
The following pamphlets will be helpful when planning a low sodium menu:

American Heart Association, "Your 1000 mg. Sodium Diet".

Fleischmann's, "Low Sodium Diets Can Be Delicious"

JOB STEPS

1. Collect your materials. Be sure you have read the materials referred to on page 3 of this module.
2. Look at breakfast on the menu.
3. Draw arrows for items which will carry over to the low sodium diet.
4. Decide on substitutions. Many items need to be specially prepared or specially purchased to meet the diet requirements. Indicate this by writing before the arrow or the substitutions.
5. Look at lunch and dinner. Repeat job steps 3 and 4 to complete the low sodium menu.
6. Evaluate the low sodium menu for color, texture, flavor and nutritional adequacy.
7. Show your menu to your instructor.



dietetic assistant

unit: Menu Planning and Food Ordering

capital area career center

module: 4501 02 011 date: 4-18-77 level: 1

skill title: Taking a Physical Inventory (Physical Inventory)

developed & written by: Eleanor Trithart

visuals by: Sherri Baker



PERFORMANCE OBJECTIVE

You are going to learn:

How to take a physical storeroom inventory.

And in order to do this you will need:

physical storeroom inventory form

pencil with eraser

clipboard for physical storeroom inventory form

supply storeroom or shelves

We will know you can do it when:

You can count the supplies on hand in the storeroom (or on the shelf given) without making any mistakes.

INFORMATION

Read:

American Hospital Association
Food Service Manual For Health
Care Institutions, 1972

IMPORTANT TO REMEMBER:

Each time you take Physical Inventory, follow the same procedure.

Always count all the items of the same description and unit before starting to count any new items.

Finish counting the items on each shelf before going to those on the next shelf.

Count the items on every shelf in the storeroom.

WORD GUIDE

PHYSICAL INVENTORY - an actual counting of number of boxes, cans and other supplies on hand in storeroom.

JOB STEPS

1. Get all materials and go to the storeroom.
2. Starting with the top shelf and using the Physical Storeroom Inventory Form, list each item to be counted under the Description heading.
3. List the unit of each item under the Unit heading.
4. Count every item of the same description and unit. Then list this number under the Current on Hand heading.
5. Repeat this process until you have counted and listed each item on the shelf on the Physical Storeroom Inventory Form.
6. Complete the inventory for each shelf before beginning that for the next shelf.

PHYSICAL STOREROOM INVENTORY

Period Ending _____

Description	Unit	Previous On Hand	Received	Issued	Current On Hand	Unit Cost	Total Cost
			269				



capital area career center

270

WORD GUIDE

PURCHASE ORDER - A written document which allows a vendor to deliver a specific amount and kind of merchandise to a customer following stated terms of delivery.

VENDOR - Person who sells things.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to write a purchase order.

AND IN ORDER TO DO THIS YOU WILL NEED:

List of foods required for a week's menu for 25 people

Purchase form

List of vendor's names and addresses

WE WILL KNOW YOU CAN DO IT WHEN:

1. You request all the food required to produce a week's menu including the amount, exact description, grade and price.
2. You specify the terms of delivery and payment.

INFORMATION

Read the following material on Purchase Ordering:

Food Service Manual, Pages 79-88

Food Service In Institutions, Pages 428-431

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
Note: A one week sample menu is included in this module.
2. Decide on a vendor.
3. On your purchase order form, write in vendor's name and address. Do not write in this module.
4. Specify the terms of payment.
5. Specify the terms of delivery, including the date to be delivered.
6. Specify the unit of each item, such as pound, case, bushel, etc. Refer to the can guide at the back of this module.
7. Specify the total quantity that you need to buy.
8. List the item to be purchased. Be as specific in the description as needed to get item desired.
9. Write in the cost per unit, such as 59¢/# or \$3.00/bushel.
10. Multiply the unit cost by total quantity to obtain the total cost.
11. Show all work to your instructor.

BREAKFAST

MENU FOR ONE WEEK

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Chilled Orange Juice Country Fresh Egg Grilled Ham Assorted Donuts Butter or Margarine Beverages	Melon, 1/2 Waffles Bacon Honey Syrup Soft Butter Beverages	Assorted Juices Poached Egg on Buttered Toast Orange Pine-apple Danish Butter or Margarine Beverages	Grapefruit, 1/2 Selected Cold Cereal or Cream of Wheat Golden Toast Butter and Jelly Beverages	Chilled Orange Juice Buttermilk Pancakes Grilled Ham Soft Butter Honey or Maple Syrup Beverages	Stewed Prunes Scrambled Eggs Crisp Bacon Toast - Butter or Margarine - Jelly Beverages	Orange slices Assorted cold cereals or oatmeal with cream Assorted Donuts Butter or Margarine Beverages

LUNCH

Barbequed Chicken & Gravy Mashed Potatoes Buttered Asparagus Gingerale Fruit Salad Hot Rolls & Butter Chocolate Chiffon Pie Beverages	Pot roast of beef au jus Oven browned potatoes Cauliflower Tossed Green Salad Bread, white and dark Butter or Margarine Chilled Pears Beverages	Veal Patties Parsley Buttered Potatoes Breaded Tomatoes Stuffed Celery Whole Wheat Rolls Butter or Margarine Apricot Whip Beverages	Chop Suey Buttered Rice Peas & Carrots Orange Grape-fruit Salad Rolls & butter Burnt Sugar Cake Beverages	Baked Swiss Steak Baked Potato Cauliflower-Parsley Topping Cranberry Relish Rolls - Butter or Margarine German Sweet Chocolate Cake Beverages	Baked Fish Fillet Lemon Wedge French Fries Buttered Carrots Cabbage Salad Hard Rolls & Butter Baked Apple Beverages	Meat Loaf - Gravy Scalloped Potatoes French Green Beans Apple-Celery Salad Whole Wheat Rolls Butter or Margarine Pumpkin Pie Beverages
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Recipes may be found in Food for Fifty

DINNER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Beef Noodle Soup Tuna Salad Bread, white or Dark Butter or Margarine Vanilla Ice Cream Beverages	Spaghetti - Meat Sauce Green Beans Italian Bread Butter or Margarine Butterscotch Pudding Beverages	Minestrone Soup Corned Beef Cabbage Bread and butter Carrifruit Salad Coconut Macaroons Beverages	Vegetable Beef Soup Creamed Chicken on Biscuit Tossed Salad & Dressing Peaches & Oatmeal Drop Cookies Beverages	Apple Juice Sausage Rolls Spinach, Lemon Wedge Tomato Slices on Leaf Lettuce Bread and Butter Watermelon Beverages	Creamed Tuna on Toast with Peas Molded Spiced Fruit Chilled Pears Peanut Butter Cookies Beverages	Chicken Noodle Soup Hot Hamburger on Bun Cooked Carrots Relishes Royal Rice Pudding Beverages



Nugget MARKETING AND TECHNICAL DATA

A Guide to Common Can Sizes

 6 oz.	 Approximately $\frac{3}{4}$ cup 6 fl. oz.	Used for frozen concentrated juices and individual servings of single strength juices.
 8 oz.	 Approximately 1 cup 8 oz. ($7\frac{3}{4}$ fl. oz.)	Used mainly in metropolitan areas for most fruits, vegetables and specialty items.
 No. 1 (Picnic)	 Approximately $1\frac{1}{4}$ cups $10\frac{1}{2}$ oz. ($9\frac{1}{2}$ fl. oz.)	Used for condensed soups, some fruits, vegetables, meat and fish products.
 No. 300	 Approximately $1\frac{3}{4}$ cups $15\frac{1}{2}$ oz. ($13\frac{1}{2}$ fl. oz.)	For specialty items, such as beans with pork, spaghetti, macaroni, chili con carne, date and nut bread—also a variety of fruits, including cranberry sauce and blueberries.
 No. 303	 Approximately 2 cups 1 lb. (15 fl. oz.)	Used extensively for vegetables; plus fruits, such as sweet and sour cherries, fruit cocktail, apple sauce.
 No. 2	 Approximately $2\frac{1}{2}$ cups 1 lb. 4 oz. (1 pt. 2 fl. oz.)	Used for vegetables, many fruits and juices.
 No. $2\frac{1}{2}$	 Approximately $3\frac{1}{2}$ cups 1 lb. 13 oz. (1 pt. 10 fl. oz.)	Used principally for fruits, such as peaches, pears, plums and fruit cocktail; plus vegetables, such as tomatoes, sauerkraut and pumpkin.
 46 oz.	 Approximately $5\frac{3}{4}$ cups 46 oz. (1 qt. 14 fl. oz.)	Used almost exclusively for juices, also for whole chicken.
 No. 10	 Approximately 12 cups 6 lbs. 9 oz. (3 qts.)	So-called "institutional" or "restaurant" size container, for most fruits and vegetables. Stocked by some retail stores.



capital area career center

visuals by: _____

WORD GUIDE

STAPLES (DRY GOODS) - Canned goods and non-perishable dry goods. Flour, coffee, spices, sugar and canned peaches are examples of staples.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to order staples (dry goods).

AND IN ORDER TO DO THIS YOU WILL NEED:

One week's menu; twenty-five servings needed

Pencil

Order sheets for dry goods

Recipes

Vendor list

WE WILL KNOW YOU CAN DO IT WHEN:

1. You find out what is necessary to order from a menu.
2. You complete a staple order.
3. You make a staple order by telephone.
4. You spell, pronounce and define technical words needed.

INFORMATION

Read the following material on Menu Planning and Food Ordering:

Food For Fifty, Pages 3-33

Food Service in Institutions, Pages 151-175

Food Service Manual, Pages 122-123, 269-304

WORD GUIDE

PURVEYOR - Person who sells things
(vendor).

JOB STEPS

1. Collect your materials. Be sure to read the materials referred to on page 3 of this module.
2. Look at menu and recipes to find out what items are needed. Refer to reference on pages 3 of this module.
3. Look at Food Purchasing Guide in Food Service Manual, pages 269-304. Find out quantities needed to prepare 25 servings of each menu item.
4. Make list of the items needed and when they are needed.
5. Fill out order sheet. Take care to be very specific with regard to container size and weight, containers per case, type of pack for canned goods; quality, grade and brand.
6. Call purveyor. A class mate will serve as a purveyor for now.
7. Give order over telephone, checking off each item as said to person, telling him/her when you need it delivered.
8. Ask purveyor/vendor to repeat order to you.
9. Show your order to your instructor.



capital area career center

visuals by: _____ 284

WORD GUIDE

PRODUCE - Fresh fruit and vegetables.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to order fresh produce.

IN ORDER TO DO THIS YOU WILL NEED:

One week's menu, twenty-five servings needed

Pencil

Order sheet for produce

Recipes

Vendor list

WE WILL KNOW YOU CAN DO IT WHEN:

1. You determine what to order from a menu.
2. You correctly complete a produce order.
3. You accurately make a produce order by telephone.
4. You can spell, pronounce and define all technical words listed in this module.

INFORMATION

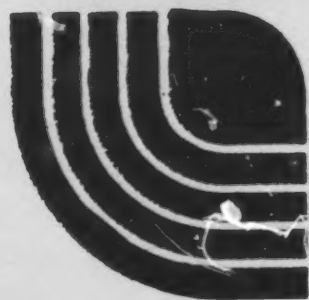
Read the following material on Fresh Produce. Pages 3-25 in Food for Fifty; pages 120-122, 269-304 in Food Service Manual; pages 135-148 in Food Service in Institutions.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Look at the menu and recipes to determine what produce items are needed.
3. Make a list of items needed and when they are needed.
4. Look at Food Purchasing Guide in Food Service Manual, pages 269-304. Determine quantities necessary to prepare 25 servings of each menu item.
5. Fill out order sheet. Take care to be very specific with regard to such things as variety, quality and size of various fruits and vegetables. Do not write in this module.
6. Call the produce vendor person. A classmate can serve this function.
7. Give the order over telephone checking off each item as you say it to person.
8. Ask person to repeat order to you.
9. Show your order to your instructor.

TRI-COUNTY PRODUCE COMPANY
666 6th Street
Lansing, Michigan

	Amt. Needed	Delivery Date
Cabbage		
Greens:		
Lettuce:		
Head		
Bib		
Other		
Spinach		
Kale		
Other		
Celery		
Radishes		
Carrots		
Cauliflower		
Cucumbers		
Mushrooms		
Okra		
Onions		
Green Onion		
Parsley 1 bunch = 2 oz.		
Green Peppers (sweet)		
Other:		
Apples - Cooking		
Eating		
Bananas - 40# box (Approx.)		
Oranges - 113's size		
Grapefruit		
Pears		
Peaches		
Lemon		
Limes		
Tangerines	283	
Other:		

Unit: MENU PLANNING AND FOOD ORDERING

module: 4501 02 013 date: 12/77 level:

skill title: Ordering Meat

developed & written by: _____

visuals by: 289

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to order meat.

AND IN ORDER TO DO THIS YOU WILL NEED:

One week's menu -- twenty-five servings needed

Pencil

Order sheet for meat

Recipes

Vendor file

WE WILL KNOW YOU CAN DO IT WHEN:

1. You determine what to order from a menu.
2. You correctly complete a meat order.
3. You accurately make a meat order by telephone.

INFORMATION

Read the following material on ordering meat:

Pages 89-113, 269-304, in Food Service Manual

Pages 3-25, in Food For Fifty

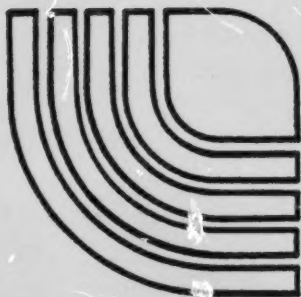
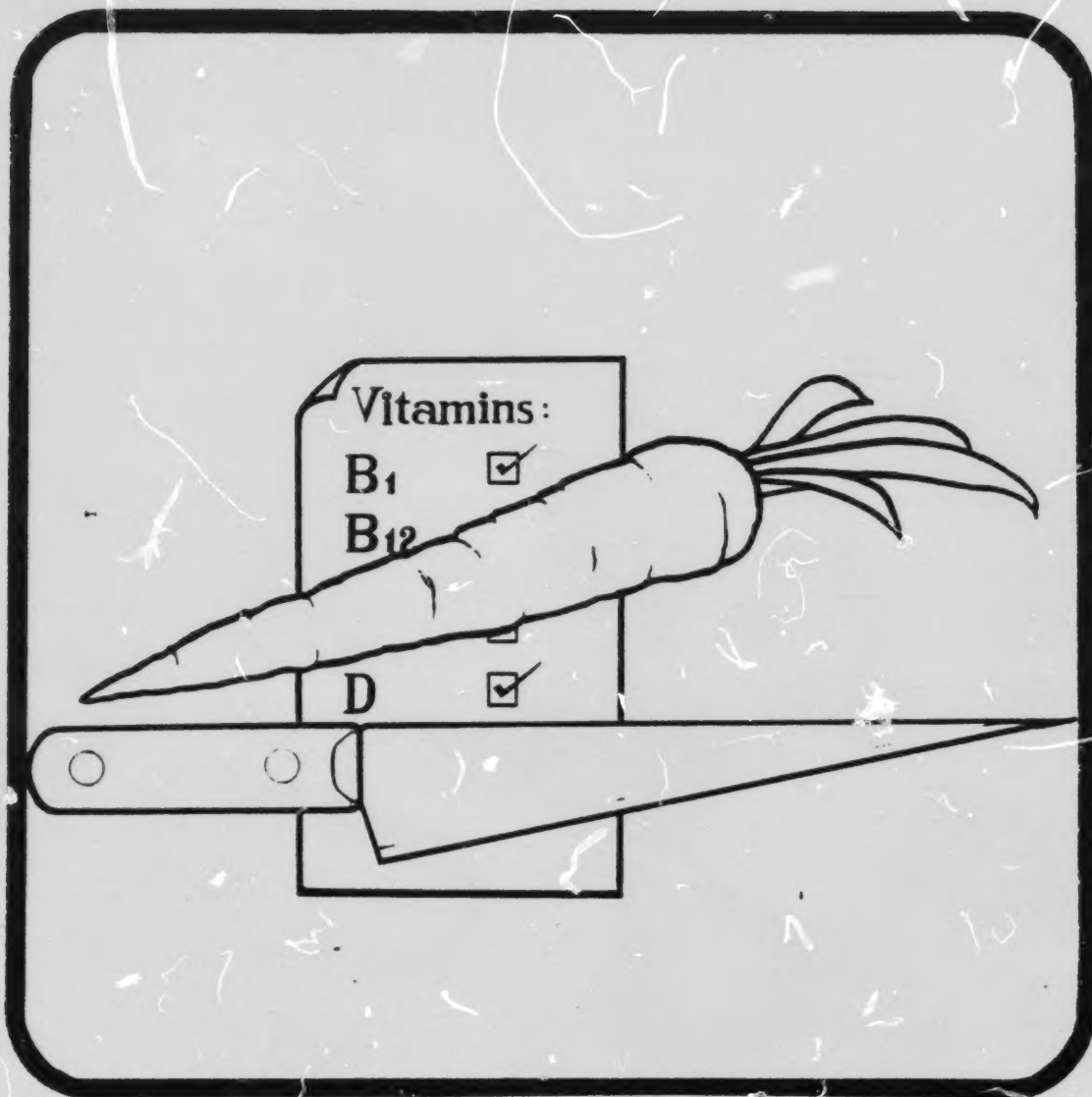
Pages 90-125, in Food Service in Institutions

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Look at menu and recipes to determine what meat items are needed.
3. Look at Food Purchasing Guide in Food Service Manual, pages 269-304. Determine quantities necessary to prepare 25 servings.
4. Make a list of items needed and when they are needed. Check your quantities.
5. Fill out an order sheet. Take care to be very specific with regard to grade of meat, cut of meat, preparation (such as cut-up chickens or breaded cutlets) and size and grade of eggs. Do not write in this module.
6. Call the meat tender. A classmate can serve this function.
7. Give the order over the phone. Tell when the meat is to be delivered. Check off each item as you say the item to the person on the telephone.
8. Have vendor repeat order to you.
9. Show your order to your instructor.

FRESH MEAT COMPANY

	Amt. Needed	Delivery Date
Beef:		
Ground Beef:		
Patties - 5/1#		
Chicken:		
Lamb:		
Veal:		
Liver:		
Pork:		
Ham:		
Sausage - by 1#		
Bacon - by #		
Hot Dogs by # (8 to #)		
Luncheon Meats - 1/8# for 25 servings		
Bologna - sliced		
- chunk style		
Thuringer		
Salami		
Eggs - Fresh - to serve 25 4 1/6 dozen		
- 30 dozen to the case		



dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 016 date: December 1977 level:

skill title: Ordering Frozen Foods

developed & written by: Barbara MacKinnon

visuals by: Sherri Baker 294



PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to order frozen foods.

IN ORDER TO DO THIS YOU WILL NEED:

One week's menu, twenty-five servings needed

Pencil

Order sheets for frozen foods

Recipes

Vendor file

WE WILL KNOW YOU CAN DO IT WHEN:

1. You determine what is necessary to order from a menu.
2. You correctly complete a frozen food order.
3. You accurately make a frozen food order by telephone.

INFORMATION

Read the following material on Frozen Food Orders: Pages 122, 269-304 in Food Service Manual; Pages 3-25 in Food for Fifty and pages 148-151 in Food Service in Institutions.

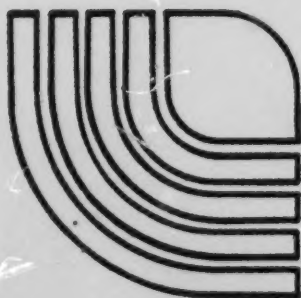
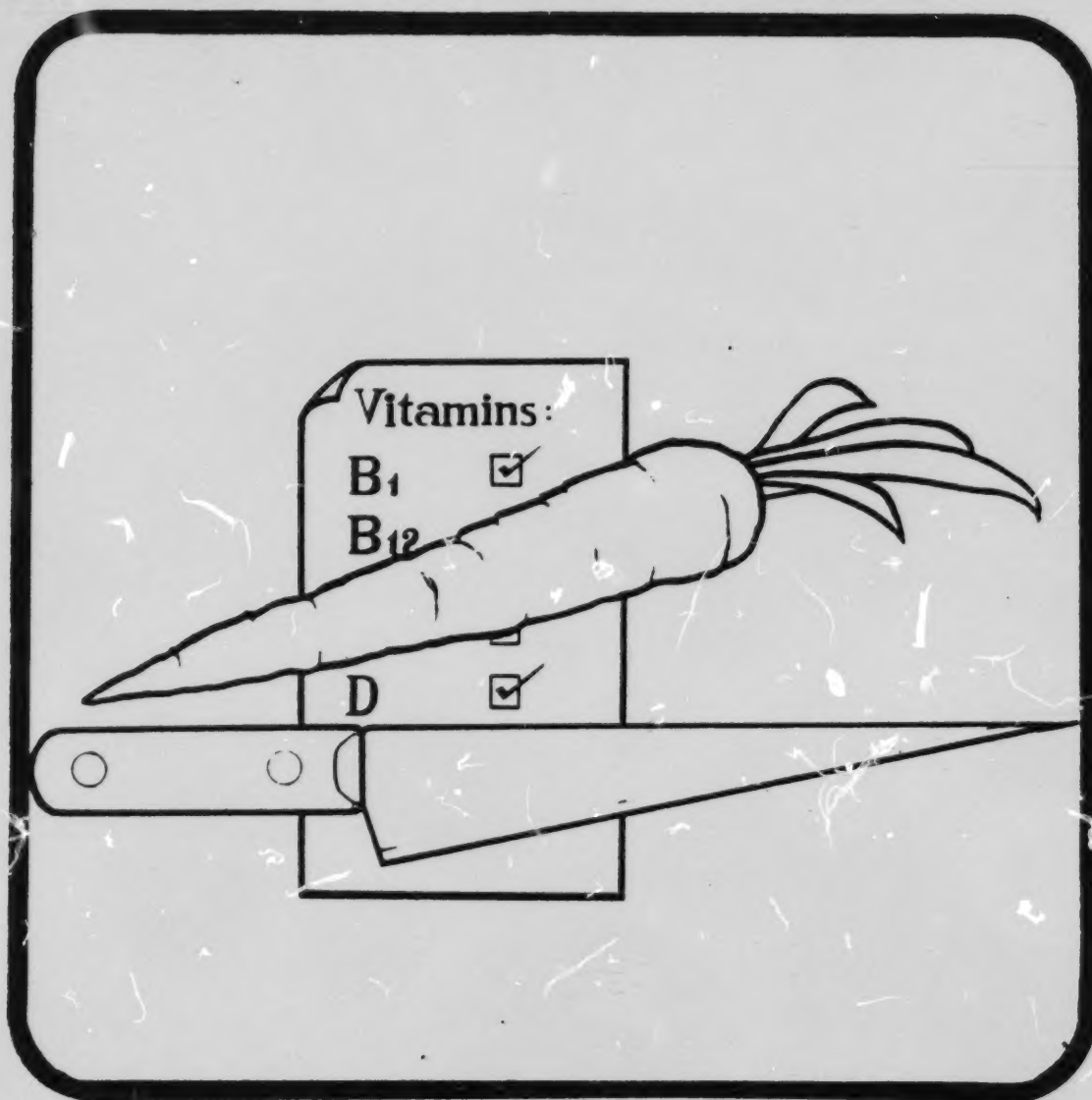
Reminder: You will need to prepare 25 servings. You will need to be aware of the number of servings per unit of items. This will make a difference in the amount you order.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page three of this module.
2. Look at menu and recipes to determine what frozen foods are needed.
3. Look at Food Purchasing Guide in Food Service Manual, pages 269-304. Determine quantities necessary to prepare 25 servings.
4. Make a list of items needed and when they are needed.
5. Fill out the order sheet. Take care to be very specific with regard to grade, size and/or weight of container, type of pack and type of preparation (if any). Do not write in this mod.
6. Call the purveyor (vendor). A classmate can serve this function.
7. Give order over telephone, checking off each item as you say it to person.
8. Ask the vendor to repeat order to you.
9. Show your order to your instructor.

FROZEN FOOD ORDER FORM

Item	Amount Needed	Delivery Date
Apples, slices 30# can		
Cherries, R. S. P. 30# can		
Lemon Juice Concentrate 12/30 oz.		
Lemonade 12/32 oz.		
Limeade 24/6 oz.		
Strawberries 30# can		
Strawberries 6 1/2# can		
Broccoli Spears 12/2#		
Carrots, slices 30# Rattle		
Corn 20# Rattle Pack		
Peas, 20# Rattle Pack		
Mixed Vegetables, 20# Rattle		
Orange Juice, Pure Conc. 12/32 oz.		
French Fried Potatoes 6/5# Thin Crinkle Cut		
French Fried Potatoes 6/5# 3/8 Crinkle Cut		
Spinach, Leaf 12/3#		
Fish, Cod, Uncooked, 6/6#		
Fish, Cod, Cooked 6/6#		
Whipped Topping, 12/1 qt.		
Cauliflower 12/2#		



dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 017 date: December 1977 level:

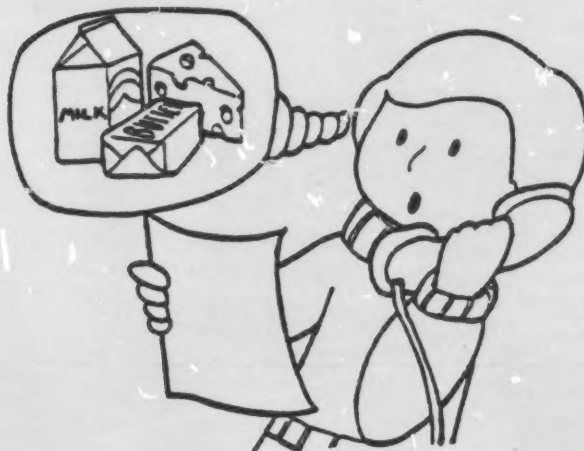
skill title: Ordering Dairy Items

developed & written by: Jack Helder

visuals by: Sherri Baker

WORD GUIDE

DAIRY PRODUCTS - Milk and products made from milk, such as ice cream, butter, cream and cheese.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to order dairy items.

IN ORDER TO DO THIS YOU WILL NEED:

One week's menu, 25 servings needed

Pencil

Order sheet for dairy

Recipes

Vendor list

WE WILL KNOW YOU CAN DO IT WHEN:

1. You determine what to order from menu.
2. You correctly complete a dairy order.
3. You accurately make a dairy order by telephone.
4. You spell, pronounce and define all technical words listed in this module.

INFORMATION

Dietetic Assistant, you must know the following terms:

Butterfat (milk fat) - Specific type of fat found in milk and dairy products. Because of its flavor, butterfat is highly valued, and minimum standards for butterfat content of dairy products have been established by each state.

Whole milk - Contains 3.25% butterfat in Michigan.

Skim milk - Milk which has had most of the butterfat removed so that less than 1% butterfat remains.

2% Milk - Milk which has had some of the butterfat removed so that 2% butterfat remains.

Evaporated milk - Whole milk which has approximately 50% of the water removed and then sealed into cans.

Sweetened condensed milk - Whole milk which has had approximately 50% of the water removed, has been sweetened with table sugar (sucrose) or corn syrup, and then sealed into cans.

Dried (powdered) milk - Whole or skim milk which has had nearly all of the water removed so that it is a fine powder and contains less than 1% moisture.

Coffee cream - Contains 18-22% butterfat.

Light whipping cream - Contains 30-35% butterfat.

Heavy whipping cream - Contains 36-40% butterfat.

Half and half - A mixture of equal amounts of coffee cream and whole milk. Contains 12% butterfat.

Sour cream - Coffee cream which has been fermented with certain bacteria. Contains 18% butterfat.

Butter - Contains 80% butterfat, 20% water and usually has salt added.

Ice cream - Made from milk, cream, sugar, flavorings and stabilizers and must contain 12% butterfat.

Ice Milk - Made from same ingredients as ice cream but has a lower butterfat content ranging from 2% to 7%.

Sherbet - Fruit flavored dairy product made from milk, sugar, flavorings and stabilizers and usually contains 1% - 2% butterfat.

INFORMATION

Read the following material on Ordering Dairy Items: Pages 113-120, 269-304 in Food Service Manual. Pages 3-25 in Food for Fifty. Pages 129-135 in Food Service in Institutions.

Remember: You must determine the number of servings per each unit to figure out the amount of items to order.

WORD GUIDE

HOMOGENIZATION - A process by which milk is forced through very small holes at high pressure before packaging to prevent the butterfat from rising to the surface.

PASTEURIZATION - A process by which milk is heated, then cooled rapidly to 50° F. or lower to destroy harmful bacteria.

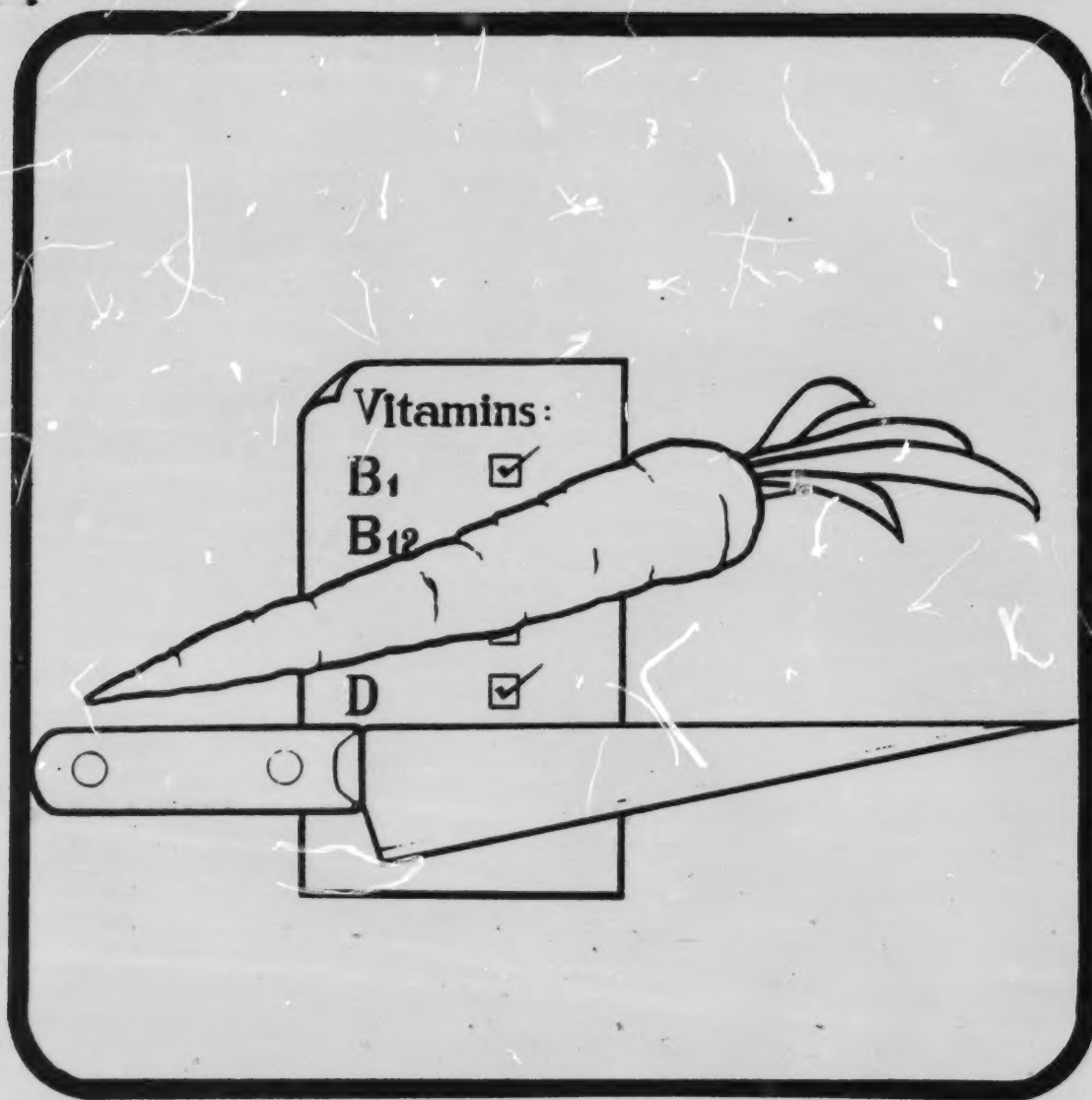
FORTIFICATION - The addition of vitamins, minerals or milk solids to milk. Vitamin D is added at the level of 400 IU per quart to almost all milk. Vitamin A and milk solids may be added to skim milk.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 4 of this module.
2. Look at the menu and recipes to determine what dairy products are needed.
3. Look at Food Purchasing Guide in Food Service Manual, pages 269-304. Determine quantities necessary to prepare 25 servings.
4. Make a list of items needed and when they are needed.
5. Fill out order sheet. Take care to be very specific with regard to grade, size of container, butterfat content (cream, ice cream, milk) and types of processing (homogenization, pasteurization, fortification, etc.). Do not write in this module.
6. Call the dairy. A classmate can serve this function for now.
7. Give order over telephone, checking off each item as you say it to person.
8. Ask person to repeat order to you.
9. Show your order to your instructor.

DIARY ORDER FORM

Item	Amount Needed
Gallon Milk	
Five Gallon Milk	
Half Gallon Milk	
2% Milk	
Skimmed Milk	
One quart - Buttermilk	
Chocolate	
Half and Half	
One pint - Half and Half	
Whipping cream	
Half pint - Milk - Homogenized	
Skimmed	
Chocolate	
Whipping cream	
Ice cream	
Vanilla - 1 gallon - five gallons	
Chocolate - 1 gallon - five gallons	
Strawberry - 1 gallon - five gallons	
Ice cream novelty	
Cottage Cheese - Small curd - 1# 5#	
Large curd - 1# 5#	
Other	



dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 018 date: December 1977 level:

skill title: Ordering Baked Goods

developed & written by: Barbara MacKinnon

visuals by: Sherri Baker



PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to order baked goods.

IN ORDER TO DO THIS YOU WILL NEED:

Pencil

One week's menu, 25 servings needed

Order sheet from baker

Vendor list

WE WILL KNOW YOU CAN DO IT WHEN:

1. You determine what to order from a menu.
2. You correctly complete a bakery order.
3. You accurately make a bakery order by telephone.
4. You spell, pronounce and define all technical words listed in this module.

INFORMATION

Read the following material on Ordering Baked Goods: Pages 269-304 in Food Service Manual; pages 3-25 in Food for Fifty and pages 166-167 in Food Service in Institutions.

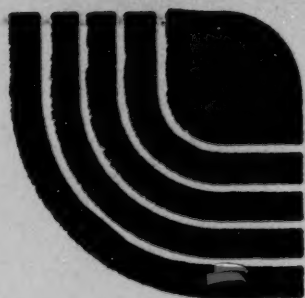
ENRICHMENT - the addition of thiamine, riboflavin, niacin and iron to white flour and products made from white flour to replace the vitamins and minerals lost during the refining process.

JOB STEPS

1. Collect your materials. Be sure you have read the material referred to on page three of this module.
2. Look at menu and recipes to determine what bakery items are needed.
3. Look at Food Purchasing Guide in Food Service Manual, pages 269-304. Determine quantities necessary to prepare 25 servings.
4. Make a list of those needed and when they are needed.
5. Fill out order sheet. Take care to be very specific with regard to weight, size, and/or count per container, enrichment, etc. Do not write in this module.
6. Call the bakery. Classmate can serve this function for now.
7. Give order, checking off each item as you tell it to baker.
8. Have vendor repeat order to you.
9. Show your order to your instructor.

BAKERY ORDER SHEET

ITEM	PURCHASE UNIT	NUMBER SERVES	PURCHASE UNITS FOR 50	AMOUNT NEEDED
Breads:				
Rasin	1#	18	1 slice	3
Rye	1 1/2	28	1 slice	2
White	1#	16	1 slice	3 1/4
	1 1/2	24	1 slice	2 1/8
Sandwich	2#	36	1 slice 3/8#	1 1/2
Whole Wheat	1#	16	1 slice	3 1/4
Hot Dog Buns	Dozen	12	1 roll	4 1/4
	Bulk	30	1 roll	2
Hamburger Buns	Dozen	12	1 roll	4 1/4
	Bulk	30	1 roll	2
Rolls & Donuts	1 dozen	12	1 each	4 1/4
Bread Crumbs	#	1		
Other				



dietetic assistant

unit: Menu Planning and Food Ordering

capital area career center

module: 4501 02 019 date: 12/77 level:

skill title: Ordering Soap and Cleaning Supplies

developed & written by: Barbara MacKinnon

visuals by: Sherri Baker



PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to order soap and cleaning supplies.

IN ORDER TO DO THIS YOU WILL NEED:

Pencil

Order sheet for soap and cleaning products

Number of units used weekly by dish machine and employees
in center or in hospital

Vendor file

WE WILL KNOW YOU CAN DO IT WHEN:

You correctly order soap supplies and cleaning agents.

INFORMATION

Read the material on ordering soap and cleaning supplies, pages 507-510 in Food Service in Institutions.

JOB STEPS

1. Collect your materials. Be sure to read the material referred to on page 3 of this module.
2. Make list of items needed and when they are needed.
3. Check supply on hand.
4. Fill out order sheet. Be very specific regarding product description and size of container. Do not write in this mod.
5. Call the soap vendor.
6. Give your order and tell when supplies are needed.
7. Check off each item as you give the order.
8. Ask the vendor to repeat the order to you.
9. Show your order to your instructor.



dietetic assistant

unit: Menu Planning and Food Ordering

capital area career center

module: 4501 02 020 date: 3/77 level: I

skill title: Receiving Food Supplies

developed & written by: Eleanor Trithart and Mary Noel

visuals by: _____



PERISHABLE - Foods which spoil if not in refrigerator.

PURCHASE ORDER - Written record of items ordered by phone or mail.

DELIVERY SLIP - Written record of items delivered by food company.

PERFORMANCE OBJECTIVE

You are going to learn:

How to receive delivery of perishable, frozen and canned food supplies.

And in order to do this you will need:

Separate purchase orders for perishable, frozen and canned foods.

Food supplies, just delivered.

Pencil with eraser.

Delivery person with delivery slips.

Scale - with capacity to weigh amounts received.

A storeroom cart.

We will know you can do it when:

1. You check in all perishable, frozen and canned foods as listed on the purchase order without making any mistakes.
2. You send each type of food to the right storage area after each is checked in.

INFORMATION

The following materials will provide you with information on Food Service for institutions:

American Hospital Association, Pages 126 - 128

Food Service Manual For Health Care Institutions 1972

Food Service in Institutions, Page 504

West, Wood, Hargen, Sheegart, 1977, 5th. Edition

WORD GUIDE

PALLET - Wooden or metal platform with spaces between the boards.

JOB STEPSReceiving Perishable Food

1. Ask the delivery person which food company he/she represents and for the delivery slip.
2. Ask the dietitian for the right purchase order.
3. Compare the food supplies listed on the delivery slip with the food supplies listed on the purchase order.
4. Count the number of bags, boxes or crates for each perishable item.
5. On purchase order, mark the number of items which are delivered.
6. Open one of bags or boxes to see that nothing is spoiled. If yes, check the other bags and boxes to see if anything else is spoiled.
7. Tell the delivery person to take back the spoiled food. Then, on purchase order, subtract the number the number of spoiled boxes or bags from the number of that item.
8. Check purchase order to see what specific items weigh. Example: potatoes, 100 lbs. If any of the items need to be weighed, weigh each on the scales.
9. Mark the weight shown on the scales beside the weight of the item on the purchase order.
10. Place all the items on a storeroom cart or pallet, to send them to the refrigeration area right away.
11. Sign your name on the top copy and the carbon copy of the delivery slip. Then, give the top copy to the delivery person.
12. Give the signed carbon copy and the purchase order to the dietitian.

JOB STEPSReceiving Frozen Food

1. Ask the delivery person what food company he/she represents and ask for the delivery slip.
2. Get the purchase order from the dietitian.
3. Compare the frozen food supplies listed on the delivery slip with the food supplies listed on the purchase order.
4. Count and mark the number of boxes of each frozen item listed on the purchase order. Is it the same number listed on the purchase order?
5. Open one of the boxes to see if the food is thawed or spoiled. If anything is thawed or spoiled, check the other boxes to see if anything else is thawed or spoiled.
6. Subtract the number of spoiled or thawed boxes from that item on the purchase order.
7. Check the purchase order to see the specific weight for any items. Example: Hamburger, 50 pounds. If any items needs to be weighed, weigh it on the scales.
8. Mark the weight shown on the scales beside the weight of that item on the purchase order.
9. Place all the items on a storeroom cart or pallet to go to the freezers right away.
10. Sign your name on the top copy and the carbon copy of the delivery slip then, give the top copy to the delivery person.
11. Give the signed carbon copy and the purchase order to the dietitian.

JOB STEPSReceiving Canned Food Supplies

1. Ask the delivery person what food company he/she represents and ask for the delivery slip.
2. Ask the dietitian for the right purchase order.
3. Compare the canned food supplies listed on the delivery slip with the canned food supplies listed on the purchase order.
4. Count the number of cases of canned goods listed on the purchase order for each item.
5. Mark the number of canned items which are delivered on the purchase order.
6. Make a check mark (✓) on the purchase order beside every item which is right.
7. Sign your name on the top copy and the carbon copy of the delivery slip then, give the top copy to the delivery person.
8. Give the signed carbon copy and the purchase order to the dietitian.
9. Place all the canned items on a storeroom cart or pallet to go to the storeroom.



dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 021 date: 3/77 level: I

skill title: Storing Foods (Dry)

developed & written by: Eleanor Trithart and Mary Noel

visuals by: _____

WORD GUIDE

THERMOMETER - A piece of equipment
to measure temperature.

DRY STORAGE ROOM - Any storeroom
which is not refrigerated.

PALLET - A wooden or metal platform
with spaces between the boards.

PERFORMANCE OBJECTIVE

You are going to learn:

How to store dry foods.

And in order to do this you will need:

Storeroom with shelves and pallets

Thermometer

Pencil with eraser

Clipboard

Checksheet on dry food storage

Yardstick or tape measure

We will know you can do this when:

You can correctly complete the checklist for dry food storage.

WORD GUIDE

STOCK - Another word for supplies.

INFORMATIONDirections:

In order to store dry foods, you must know the following information:

1. Right food temperature for storage.
2. Correct storage of different types of stock.
3. Rules for clean storage.
4. Rules for putting away stock.

Temperature In The Dry Storage Room

1. The temperature should be from 40° F. to 70° F.
2. The temperature should be the same, or nearly the same, in different areas of the storeroom.
3. It is important to keep the air fresh and circulating in the storeroom. Keep a fan on a shelf in the storeroom. A fan will help to keep the temperature the same in all areas of the storeroom.

Storage Of Different Types Of Stock

1. Three different types of stock can be found in the dry storage area. They are:
 - A. Paper goods - such as napkins or drinking cups.
 - B. Cleaning supplies - such as different types of soap.
 - C. Food supplies
2. The Health Department requires that each types of stock be stored separately or, by itself, away from the other dry storage types.

All paper goods must be stored by themselves in a separate part of the storeroom.

All cleaning supplies must be stored separately in a cage, in a separate part of the storeroom or even in a special storeroom.

INFORMATION

All food supplies must be stored by themselves in a separate part of the storeroom.

Rules For Clean Storage

1. It is very important to keep a storeroom clean, so that dirt, bugs, mice or rats are not found there. There should be a place near the storeroom to get water for washing your hands and cleaning the storeroom.
2. Storerooms for dry stock must be kept dry. Always look to see that pipes in the ceiling or on the walls are not dripping water.
3. All dry storage supplies must be placed or stacked on shelves or racks. The bottom shelf or rack must be at least 10 inches from the floor.
4. A top of the pallet should be six inches from the floor.
5. Shelves should be two inches from the wall in order for air to easily circulate in the storeroom.
6. In dry storage area, floors should be made of concrete or tile. Concrete or tile floors are easy to clean.

Rules For Putting Away Stock

1. Bags of food, such as flour and sugar, should be cross-stacked on pallets. Cross-stacking lets the air circulate. By putting the bags on the pallets, the bags remain dry and off the floor. The following illustration is an example of cross-stacked bags.



INFORMATION

2. All canned foods should be placed on shelves. The labels on the cans should be turned to the front, so they are easy to read. All cans, of the same size, should be placed together. Do not mix big and little cans on the same shelves.
3. Sometimes, fruit is stored in the dry storage. Usually, the fruit is bananas. Avacados, dates, figs, or fresh pineapples are sometimes stored in the dry storage area.

JOB STEPS

1. Get your equipment. Then, go to the storeroom. (Your instructor will tell you what area is yours).
2. Fill out checksheet for dry storage. Use another sheet of paper. Do not write in the module.
3. After your instructor corrects your checksheet, look to see if you marked an incorrect answer. Then, correct all mistakes on your checksheet.

DRY FOOD STORAGE CHECKLIST

Do Not Write On This Sheet

I. Temperatures in storeroom:

1. What is the present temperature reading on the thermometer?
_____°F.
2. The right temperature should be from _____°F. to _____°F.
3. Is the storeroom temperature correct? _____
4. Is the temperature the same, or nearly the same, in different areas of the storeroom? Yes or No
5. Is there a fan? Yes or No
6. Is a fan needed to keep the temperature the same in all areas of the storeroom? Yes or No

II. Storage of different types of stock:

1. What types of stock should be in a dry storage storeroom?
 - A. _____
 - B. _____
 - C. _____
2. Do you see three areas in your dry storage room? Yes or No
3. Is there an area only for paper goods? Yes or No
Is an area for paper goods required by the Health Department? Yes or No
4. Is there an area for only cleaning supplies? Yes or No
Is an area for cleaning supplies required by the Health Department? Yes or No
5. Is there an area for only food supplies? Yes or No
Is an area for food supplies required by the Health Department? Yes or No

III. Clean storage rules.

1. Is there a sink close to the dry storage storeroom for washing your hands? Yes or No

DRY FOOD STORAGE CHECKLIST

Do Not Write On This Sheet

2. Is there a place to get water for cleaning the storeroom?
Yes or No
3. Are there any pipes that drip water? Yes or No
4. How far off the floor is the bottom shelf? _____
How far should the shelf be from the floor? _____
Is the shelf the right distance from the floor? Yes or No
5. How far from the floor is the pallet? _____
How far should the pallet be from the floor? _____
Is the pallet the right distance from the floor? Yes or No
6. How far are the shelves from the walls? _____
How far should the shelves be from the wall? _____
Are the shelves the right distance from the wall? Yes or No
7. Is the floor concrete or tile? Yes or No
What should be the floor material? _____

IV. Rules for putting stock away:

1. Are the bags of food (examples flour and sugar) stacked on the pallets? Yes or No
2. Do the bags of food look like the illustration? Yes or No



If they do look like the illustration, then they are cross-stacked.

DRY FOOD STORAGE CHECKLIST
Do Not Write On This Sheet

2. Should the bags of food be cross-stacked? Yes or No
3. Are canned foods all on shelves? Yes or No
Should all cans be on the shelves? Yes or No
4. Can you see the labels clearly on all canned foods? Yes or No
5. Are canned foods, of the same size, placed together in the same shelf area? Yes or No
6. Are there any fruits in the dry storage storeroom? Yes or No
7. Should there be any fruit in the dry storage storeroom? Yes or No
8. List three fruits that are right for the dry storage storeroom.
 - A. _____
 - B. _____
 - C. _____



dietetic assistant

unit: MENU PLANNING AND FOOD ORDERING

capital area career center

module: 4501 02 022 date: 3/77 level: I

skill title: Storing Foods (Refrigerated)

developed & written by: Eleanor Trithart and Mary Noel

visuals by: Sherri Baker

PERFORMANCE OBJECTIVE

You are going to learn:

Some basic guidelines for storing food in refrigerators:

1. Right temperatures for storage.
2. Storage of different types of stock.
3. Rules for putting stock away.

And in order to do this you will need:

Refrigerated storage in institutional kitchen

Pencil with eraser

Clipboard

Refrigeration storage check sheet

Temperature chart check sheets

Colored pencils or crayons

We will know you can do it when:

1. You can complete the Refrigeration Storage Check Sheet without making any mistakes.
2. You can complete the Temperature Chart Check Sheet without making any mistakes.

WORD GUIDE

PERISHABLE - Spoilable.

POULTRY - Birds like chicken,
turkey.

SHELLFISH - Fish which live and
grow inside their own shells.

INFORMATION

I. Correct temperatures for storing spoilable or perishable food.

1. Put any food which can spoil into refrigerators as soon as possible. Spoilable or perishable food must not sit around in a kitchen or storeroom. Keep food in the refrigerator until it is ready to be used.
2. Each kind of food is stored at a specific temperature.
 - A. Fruits and vegetables are stored at 40° F. to 45° F.
 - B. Dairy products such as milk, cheese, and eggs are stored at 33° F. to 37° F.
 - C. Meat and poultry should be refrigerated at temperatures between 33° F. and 36° F.
 - D. Fish and shellfish are also refrigerated at temperatures between 33° F. and 36° F.
 - E. Ice cream should be stored at temperatures between 6° F. and 10° F.
 - F. Frozen foods should be stored in a freezer where the temperature is -20 F. to 0 F.
3. If the temperature is too high, tell your dietitian or supervisor immediately. This is VERY IMPORTANT.

II. Rules for storing spoilable or perishable food.

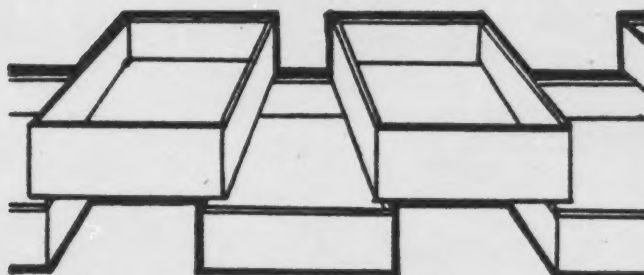
1. Food stored in refrigerators or freezers should be stored so air can move or flow around it. Food should be stored 2 inches or more from the walls.

WORD GUIDE

ROTATION - Moving less fresh food to the front so it is used first while placing newly delivered food to the back.

INFORMATION

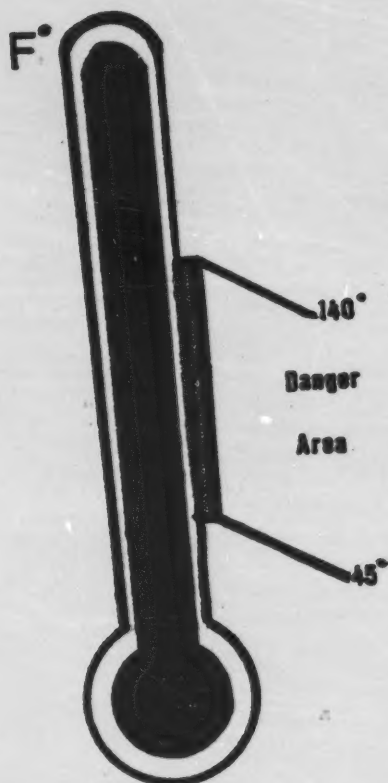
2. Crates of food should be cross-stacked. Cross-stacking lets air flow or circulate around the food. Cross-stacked crates look like this:

III. Rules for putting away perishable food.

1. When food has just been delivered, move the less fresh food in the refrigerator away from the wall so it will be used first.
2. Put the newly delivered, fresh food back closer to the wall. This is called rotation.

INFORMATION

Temperature Chart Check Sheet - 1



This is DANGER AREA.
Do not leave any
spoilable food out of
the refrigerator or
when the temperature
is between 45° F. to
140° F.

WORD GUIDE

BACTERIA - Germs so small they cannot be seen.

INFORMATION

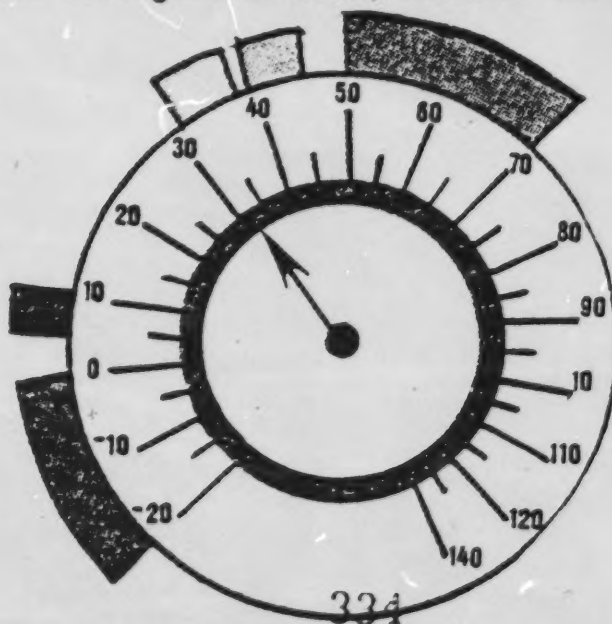
Temperature Chart Check Sheet - 1

Ask your instructor for a temperature chart or draw your own (see previous page). Then answer the following questions.

1. Color the block of -20° F. to 0° F. blue. Beside it, list the foods to be kept at this temperature.
2. Color the block 5° F. to 10° F. green. Beside it, list the food to be kept at this temperature.
3. Color the block 33° F. to 37° F. yellow. Beside it, list two foods to be kept at this temperature.
4. Color the block 33° F. to 36° F. yellow. Beside it, list two foods to be kept at this temperature.
5. Color the block 40° F. to 45° F. orange. Beside it, list the foods to be kept at this temperature.
6. Color the block 45° F. to 140° F. red. Bacteria which spoil food live at this temperature and work hard to spoil it!

Temperature Chart Check Sheet - 2

A refrigerator thermometer often looks like this: It is on the wall beside the refrigerator door, outside the refrigerator.



INFORMATION

Ask your instructor for a refrigerator thermometer drawing or draw your own. Then answer the following questions.

1. Color 0° F. to -20° F. blue. What foods are kept at this temperature? _____
2. Color 5° F. to 10° F. green. What food is kept at this temperature? _____
3. Color 33° F. to 37° F. yellow. List three foods kept at this temperature.
A. _____
B. _____
C. _____
4. Color 40° F. to 45° F. orange. What food is kept at this temperature? _____
5. Color 50° F. to 70° F. red. What spoilable food should be kept at this temperature? _____
6. What refrigerator temperature does the arrow indicate?

This is a safe temperature for what foods.

- A. _____
- B. _____
- C. _____

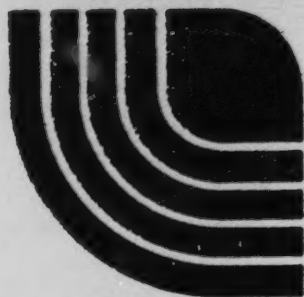
JOB STEPS

1. Get all the equipment and materials and go to the work area.
2. Complete the Refrigeration Storage Check Sheet.
3. Ask your instructor to check the Refrigeration Storage Check Sheet.
4. If the instructor points out any mistakes, redo the check sheet.
5. Using colored pencils or crayons, complete the Temperature Chart Check Sheets.
6. Ask your instructor to check the Temperature Chart Check Sheets for any mistakes. If necessary, redo the check sheet.

JOB STEPSRefrigeration Storage Check Sheet

Write your answers on a separate sheet. Do not write your answers in this module.

1. Do you see any food sitting out in the kitchen which should be in the refrigerator? Yes _____ No _____
What is it? _____.
2. At what temperature should lettuce be stored? _____°F. to _____°F.
Check the temperature of the refrigerator where lettuce is kept.
What is the temperature? _____°F. Is this a correct temperature?
_____.
3. At what temperature should dairy products be kept? _____°F. to _____°F.
Check the temperature of the refrigerator where the milk, cheese, and eggs are kept. What is the temperature?
_____°F. Is this a correct temperature? _____.
4. At what temperature should meat and poultry be refrigerated?
_____°F. to _____°F. Check the temperature of the refrigerator
where hamburgers and chickens are kept. What is this temperature?
_____°F. Is this a correct temperature? _____.
5. At what temperature should fish and shellfish be stored?
_____°F. to _____°F. Check the temperature of the refrigerator
where fish and shrimp are kept. What is the temperature? _____°F.
Is this a correct temperature? _____.
6. At what temperature should ice cream be stored? _____°F. to _____°F.
Check the temperature of the freezer where ice cream is stored.
What is the temperature? _____°F. Is this a correct temperature?
_____.
7. At what temperature should frozen food be stored? _____°F. to _____°F.
Check the temperature of the freezer where the frozen vegetables are stored. What is the temperature? _____°F. Is this a correct temperature? _____. Name two vegetables in your freezer. _____ and _____.



dietetic assistant

unit: Menu Planning and Food Ordering

capital area career center

module: 4501 02 023 date: 4/14/77 level: I

skill title: Taking A Physical Inventory (Costing of Inventory)

developed & written by: Eleanor Trithart

visuals by: Sherri Baker



PERFORMANCE OBJECTIVE

You are going to learn:

How to figure the total cost of the supplies on hand (physical inventory).

And in order to do this you will need:

physical storeroom inventory form

pencil with eraser

clipboard on which to clip physical storeroom inventory form
(to make writing carrier).

table and chair or desk and chair

We will know you can do it when:

You can figure the total cost of the supplies on hand from the physical storeroom inventory form without making any mistakes.

INFORMATION

Read:

American Hospitals Association Food Service Manual For
Health Care Institutions, 1972, page 135.

IMPORTANT TO REMEMBER:

- A. Keep the numbers under each heading in straight lines to make adding easier.
- B. Always recheck each answer to be sure it is right.

WORD GUIDE

UNIT COST - price paid for single unit of any item.

JOB STEPS

1. Fill in physical storeroom inventory form with Description, Unit and Current on Hand from module 4501 02 011.
2. Write today's date on your form "Period Ending" _____.
3. Ask instructor for Unit Cost of each item.
4. List the Unit Cost of each item under the Unit Cost.
5. For item number one under the Description heading, multiply the Unit Cost for that item times (x) the Current on Hand for that item.

Description	Unit Cost	Current on hand
Paper towels	.43	20

6. Recheck your numbers to make sure they are correct.

WORD GUIDE

GRAND TOTAL COST - the sum of total costs for each item on the physical storeroom inventory form.

JOB STEPS

7. List answer under the Total Cost heading. This is on the same line as the Description of the item for which you just figured the Total Cost.

Description	Unit Cost	Current on hand	Total Cost
Paper towels	.43	X 20	8.60

8. Go back to Job Step 5 and do steps 5, 6, and 7 again for each item under Description heading.
9. Add together the total cost for each item. The answer is the Grand Total Cost for the physical storeroom inventory.

Description	Unit Cost	Current on hand	Total Cost
Paper towels	.43	X 20	8.60
Napkins	.65	X 80	52.00
-----	.--	X --	23.00
-----	.--	X --	4.00
-----	.--	X --	6.00
			<u> </u>
			\$93.60

6

DESCRIPTION	UNIT	PREVIOUS ON HAND	RECEIVED	ISSUED	CURRENT ON HAND	UNIT COST	TOTAL COST
			343		GRAND TOTAL COST _____		

GRAND TOTAL
COST



dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 001 date: 3/77 level: 1

skill title: Using an Institutional Mixer

developed & written by: Jean Friend, R.D.

visuals by: Sherri Baker

WORD GUIDE

MIXER - Used to combine ingredients.

INSTITUTIONAL MIXER - Larger than a household mixer-usually not easily moveable and has more changeable parts than a household mixer.

PERFORMANCE OBJECTIVEYou Are Going To Learn:

How to use an institutional mixer.

And In Order To Do This You Will Need:

Institutional Mixer

Beaters

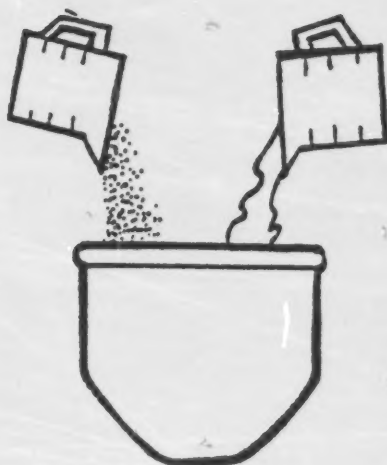
Mixing bowl containing batter for cake

We Will Know You Can Do It When:

1. You position the bowl safely and properly.
2. You begin with low speed and spatter as little as possible.
3. You can use the mixer safely and efficiently.

JOB STEPS

1. Gather all equipment and ingredients at your work area.
2. According to recipe, combine oil and sugar in mixing bowl.

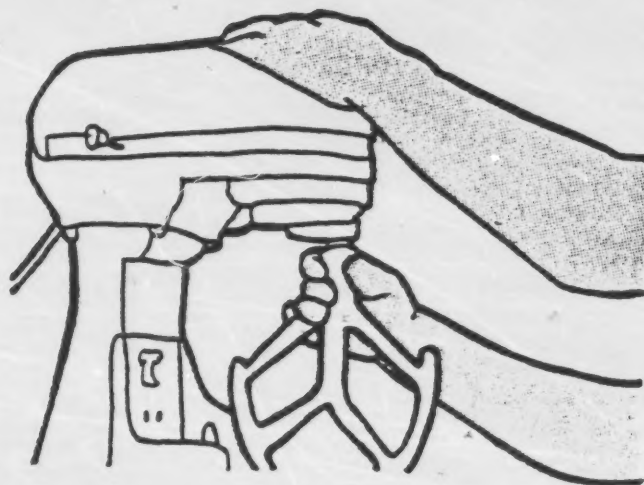


3. Put mixing bowl in position on arms of mixer. Then, make sure guides touch tabs on mixing bowl.

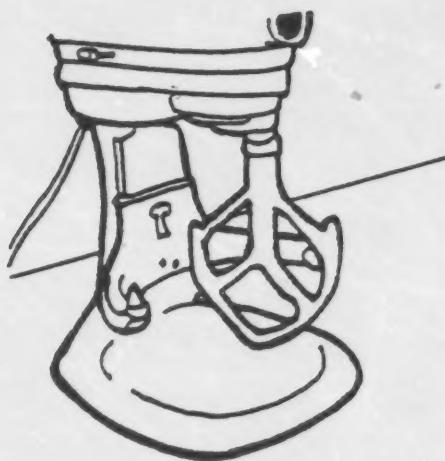


JOB STEPS

4. Place beater on shaft of mixer.
5. Line beater up with shaft and turn it until it locks into place.



6. Raise level of mixer as high as it will go.

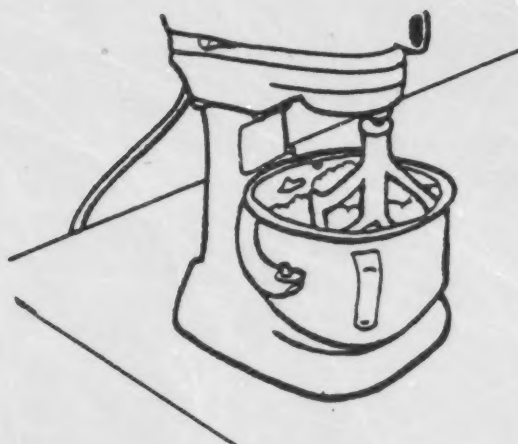


WORD GUIDE

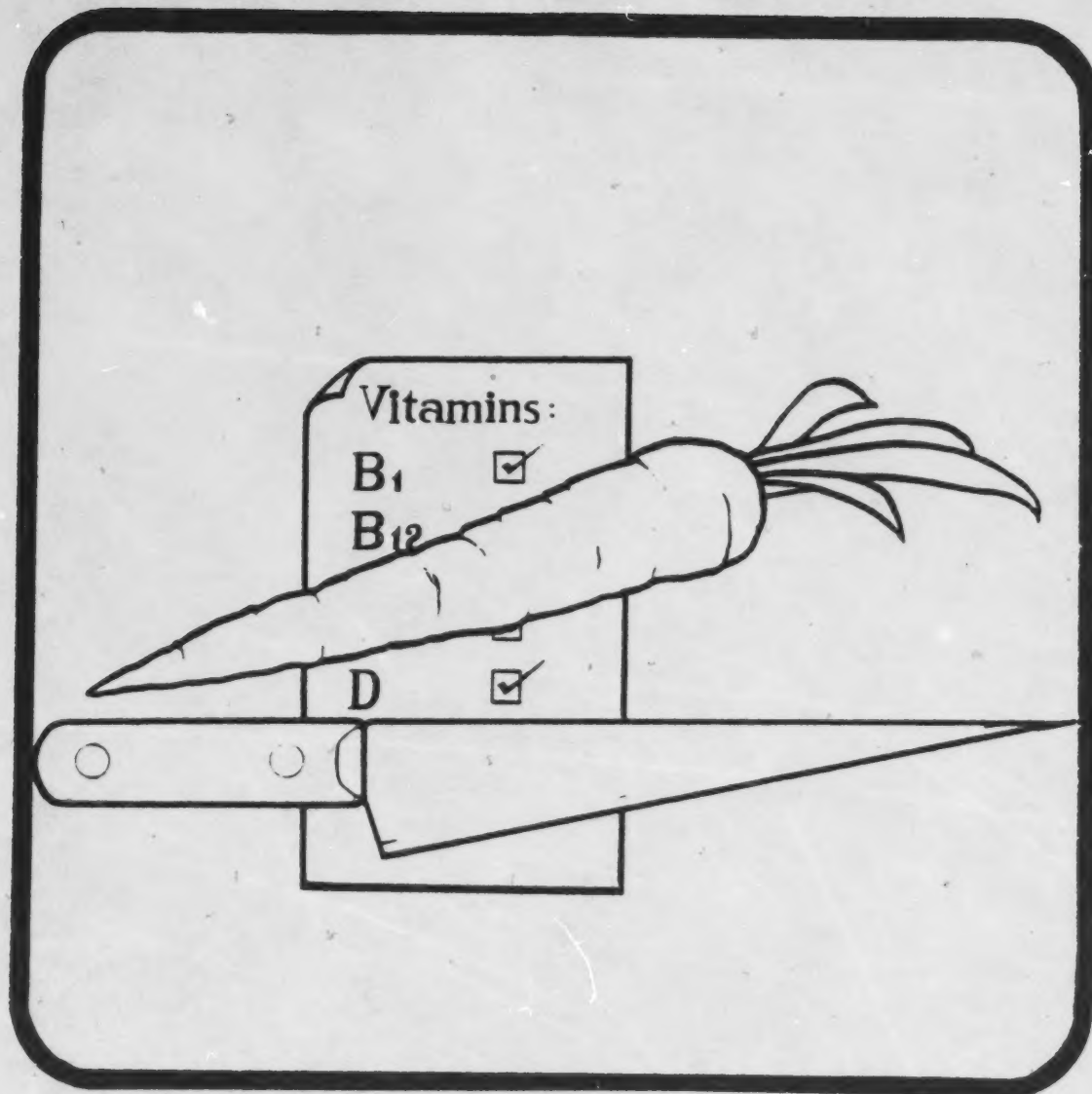
220 WALL SOCKET - This special outlet for equipment requires high voltage.

JOB STEPS

7. Plug mixer into 220 wall socket.
8. Add eggs, one at a time, beating well on low speed after adding each.
9. Sift dry ingredients together. Gradually add to sugar mixture
10. Stir in carrots, nuts, oats, and mix well.
11. Grease and flour a 9-inch tube pan.
12. Push "off" button, then lower level of mixer.



13. Pour mixture into greased and floured pan and bake in 350° oven for one hour.



dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 002 date: March 1978 level: I

skill title: Cleaning the Mixer

developed & written by: Jack Helder

visuals by: 349

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to clean the mixer.

IN ORDER TO DO THIS YOU WILL NEED:

Dirty mixer
Detergent solution
Sanitizing solution
Cloth

WE WILL KNOW YOU CAN DO IT WHEN:

1. The mixer base is clean.
2. The mixing bowl and utensils are clean and sanitized.

INFORMATION

Read the following:

Sanitation of Food Service Establishments, page 26.

Food Service Manual, page 216.

JOB STEPS

1. Do all readings and make certain that the dirty mixer, detergent solution, sanitizing solution and cloth are available.
2. As soon as the food has been emptied from the mixer, disconnect the electric power. Rinse with a solution of detergent and water.
3. Remove the bowl and beaters to the pot and pan washing sink. Wash with a solution of detergent and water.
4. Rinse in a solution of disinfectant. Avoid getting water in the motor or electric parts. Wipe down with a cloth.
5. Drain and air dry.
6. Go back to the area that has mixer base and wash the saddle, shaft, beater shaft shell and base of the unit with the detergent and water.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 003 date: 3/77 level: 1

skill title: Using the Blender

developed & written by: Jean Friend, R.D.

visuals by: Sherri Baker

WORD GUIDE

BLENDER - An electric appliance used to grind, grate, crumb, puree' and chop.

PUREE' - A food item that is made almost liquid like baby food consistency. The mixture is uniform.

PERFORMANCE OBJECTIVEYou are going to learn:

How to use a blender to a puree' consistency.

And in order to do this you will need:

Blender

Peacher

Small Dish

Rubber scraper

We will know you can do it when:

You safely assemble the blender according to manual's specifications. You blend the food to puree'd consistency.

WORD GUIDE

LIQUIFY - To make into a
liquid.

INFORMATION

Why do we use a blender in a health care facility?

Because many patients cannot swallow easily, their food must be nearly liquified.

We also use a blender to chop, grate, and crumb.

Why do we use a blender in a health care facility?

- ☐ a. to make food easier for patients to swallow
- ☐ b. to make bread crumbs
- ☐ c. to chop nuts

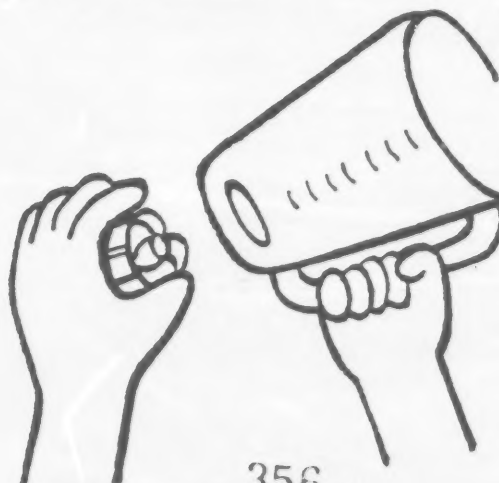
Have you checked all three?

JOB STEPS

1. Make sure all equipment is available.



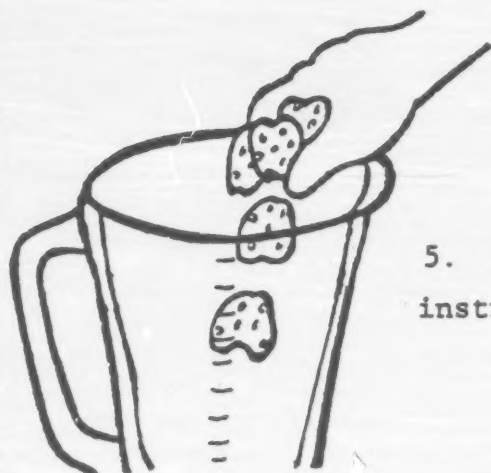
2. Assemble blender. Blenders are different, so if your's is different from the one illustrated, check operating manual.
3. Assemble blender by placing blade into cap and then screwing cap into bottom of blender container - then in base of blender.



4. Then put blender container into base of blender.



5. Place food item in blender. Ask your instructor what food to use.



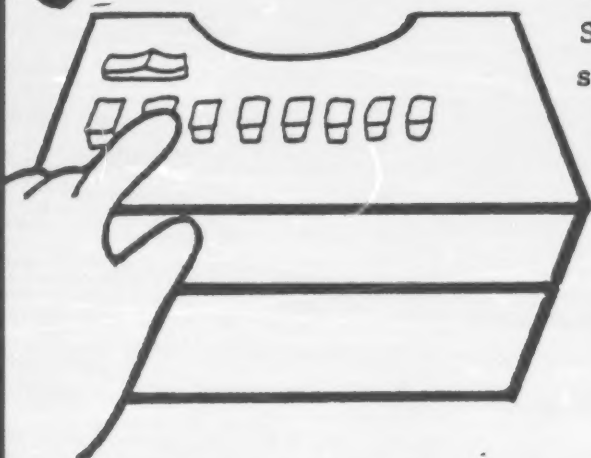
6. Place lid on top. Fasten securely to prevent splatters.



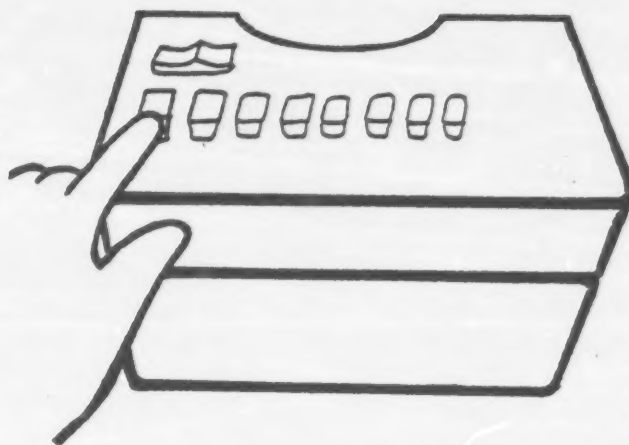
7. Plug cord of blender into wall socket.



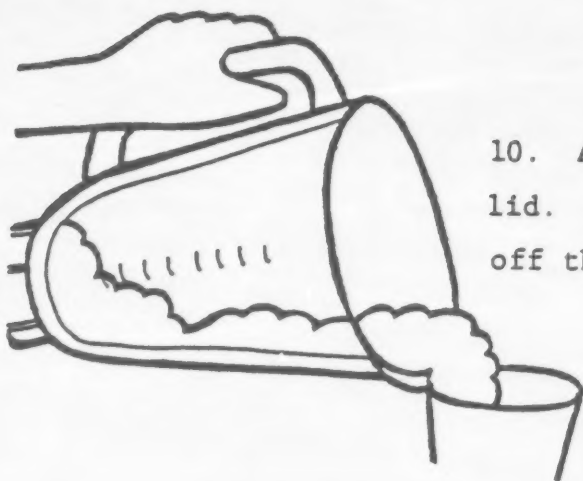
8. Push button to desired starting speed. Start slowly. After 30 seconds, increase speed.



9. Stop blender by pushing "off" button.



10. After the blade has stopped, remove lid. If consistency is correct, take blender off the base and pour contents into a cup.



11. Use a rubber scraper to scrape out any remaining food.



12. Ask your instructor to check your puree'd food item.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 004 date: 3-23-77 level: 1

skill title: Cleaning a Blender

developed & written by: Jean Friend, R.D.

visuals by: Sherri Baker

WORD GUIDE

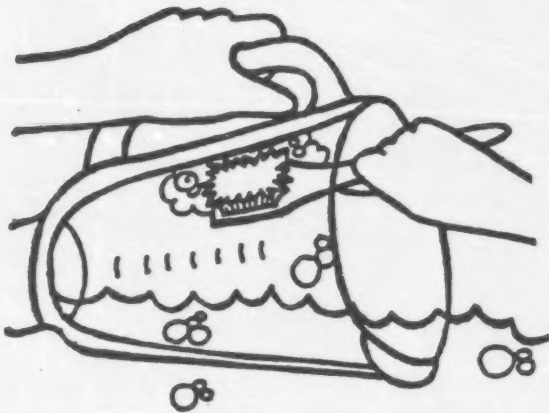
BLENDER - an electric appliance used to grind, grate, crumb, puree, and chop.

CLEAN - to rid of dirt.

SANITIZE - to make free of germs and dirt.

DISINFECTANT - any chemical that kills germs.

PUREE - a food item that is made almost liquid like baby food.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to clean and sanitize a blender by removing dirt, leftover batter, and germs.

AND IN ORDER TO DO THIS YOU WILL NEED:

dirty blender
detergent solution
sanitizing solution
cloth

rubber scraper
plastic bag
brush

WE WILL KNOW YOU CAN DO IT WHEN:

1. You clean and sanitize the blender.
2. You clean and sanitize the blender base.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
<u>Why</u> do we clean a blender? Because old food would build up which may cause disease. By cleaning the blender, you prepare it for the next person to use. Read the operations manual for the blender, if it is available. Note the operation and disassembly methods. 361		

Why do we clean and sanitize a blender?

- ☐ a. to have something to do
- ☐ b. to get it ready for the next use
- ☐ c. to make it free of old food particles, dirt, and germs

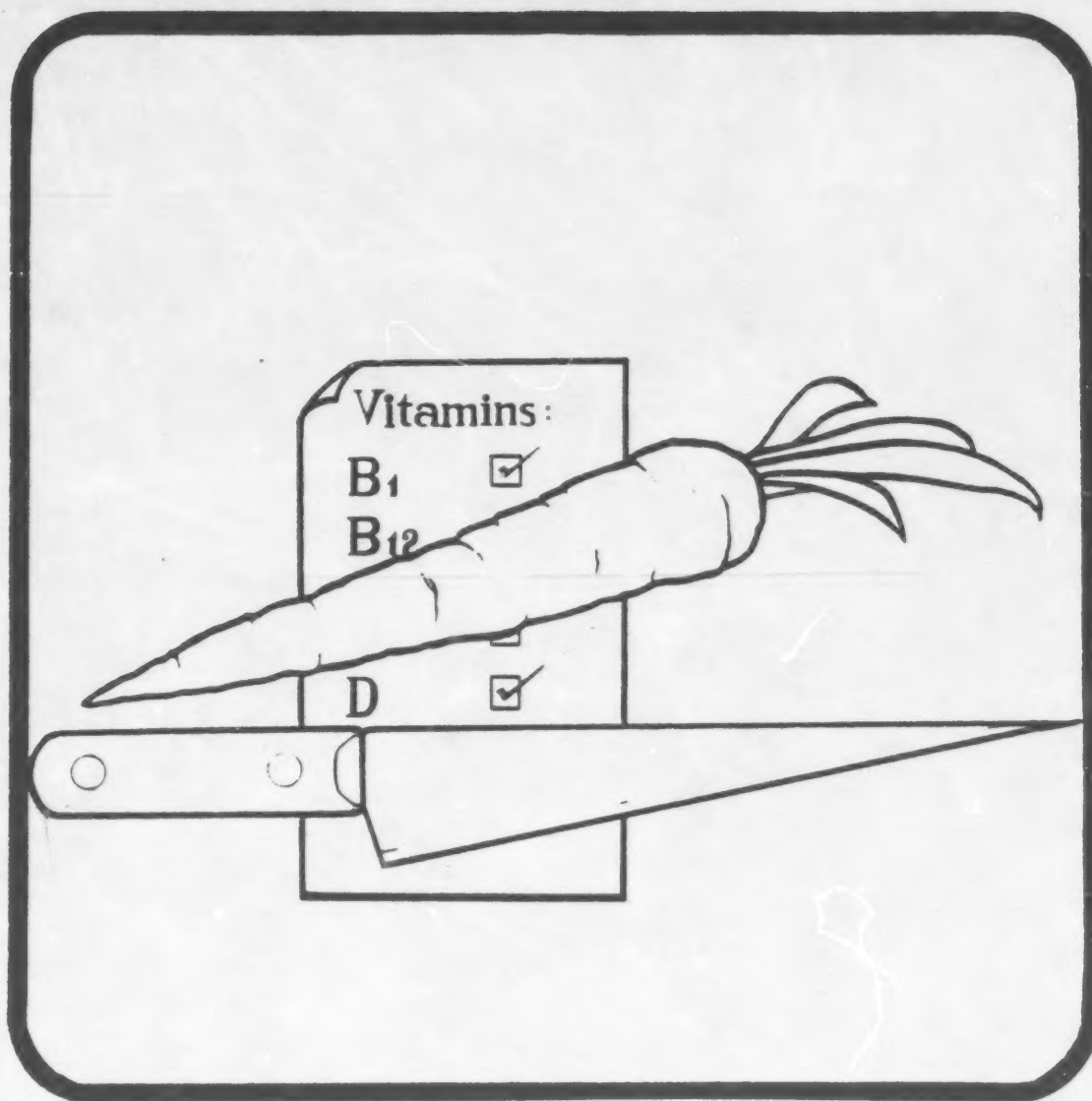
"b" and "c" are both correct.

JOB STEPS

1. Do your reading and make certain all materials are present.
2. Empty blender contents, scrape out all leftover contents with rubber scraper.
3. Fill blender container with about 1 cup of water and 1 teaspoon of detergent. Cover and turn machine on for about 30 seconds.
4. Disconnect from power source.
5. Remove blender container and put in pot and pan sink. Scrub with nylon brush.
6. Rinse in clear, hot water.
7. Dip in the sanitizing solution until blender container is completely covered for two minutes.
8. Drain and air dry.

JOB STEPS

9. Go back to blender and clean base with cloth and detergent. Use a brush to get off hardened dirt.
10. Make a cloth wet with hot water. Wring it out and wipe the base with the cloth.
11. Using sanitizing solution, wipe the base, cord, and plug.
12. Let them air dry.
13. Cover with plastic bag -- to protect from dirt and grease.



dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 005 date: August 1977 level: I

skill title: Using a Meat Slicer

developed & written by: Denise L. Hobbs

visuals by: Sherri Baker

WORD GUIDE

FEEDER - A metal hand guard used
to move food towards the blade.

GUARD - A metal protector located
in front of the slicing blade.

UNIFORM - The same size.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to safely use a meat slicer.

AND IN ORDER TO DO THIS YOU WILL NEED:

Food slicer

Bologna (unsliced) or item to be sliced

Shallow pan

WE WILL KNOW YOU CAN DO IT WHEN:

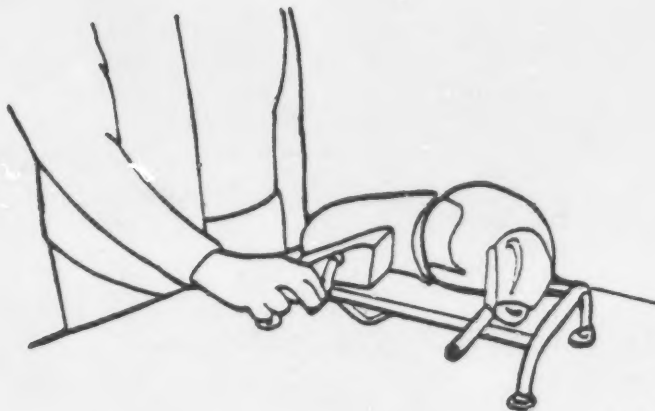
1. You cut uniform, even slices.
2. You safely operate the food slicer.

INFORMATION

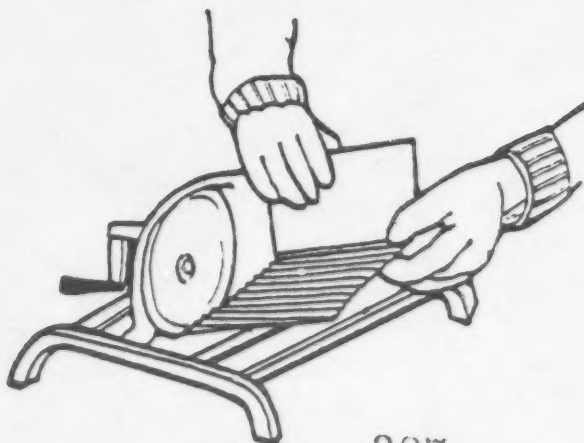
The slicer is a potentially dangerous piece of equipment and must be handled with extreme care.

JOB STEPS

1. Read through all job steps and make certain that all materials are available.
2. Thoroughly wash hands.
3. Plug in cord of food slicer.
4. Set dial to desired meat thickness, 1/8, 1/4, etc.

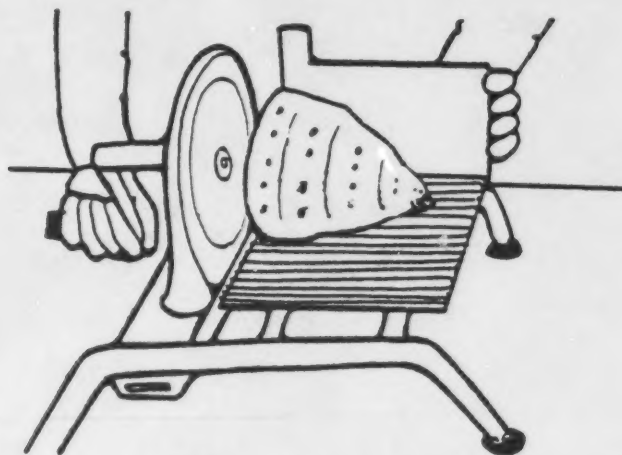


5. Attach the feeder and place item to be sliced in position on slicer.

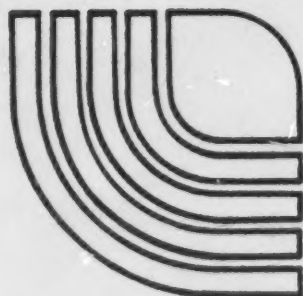
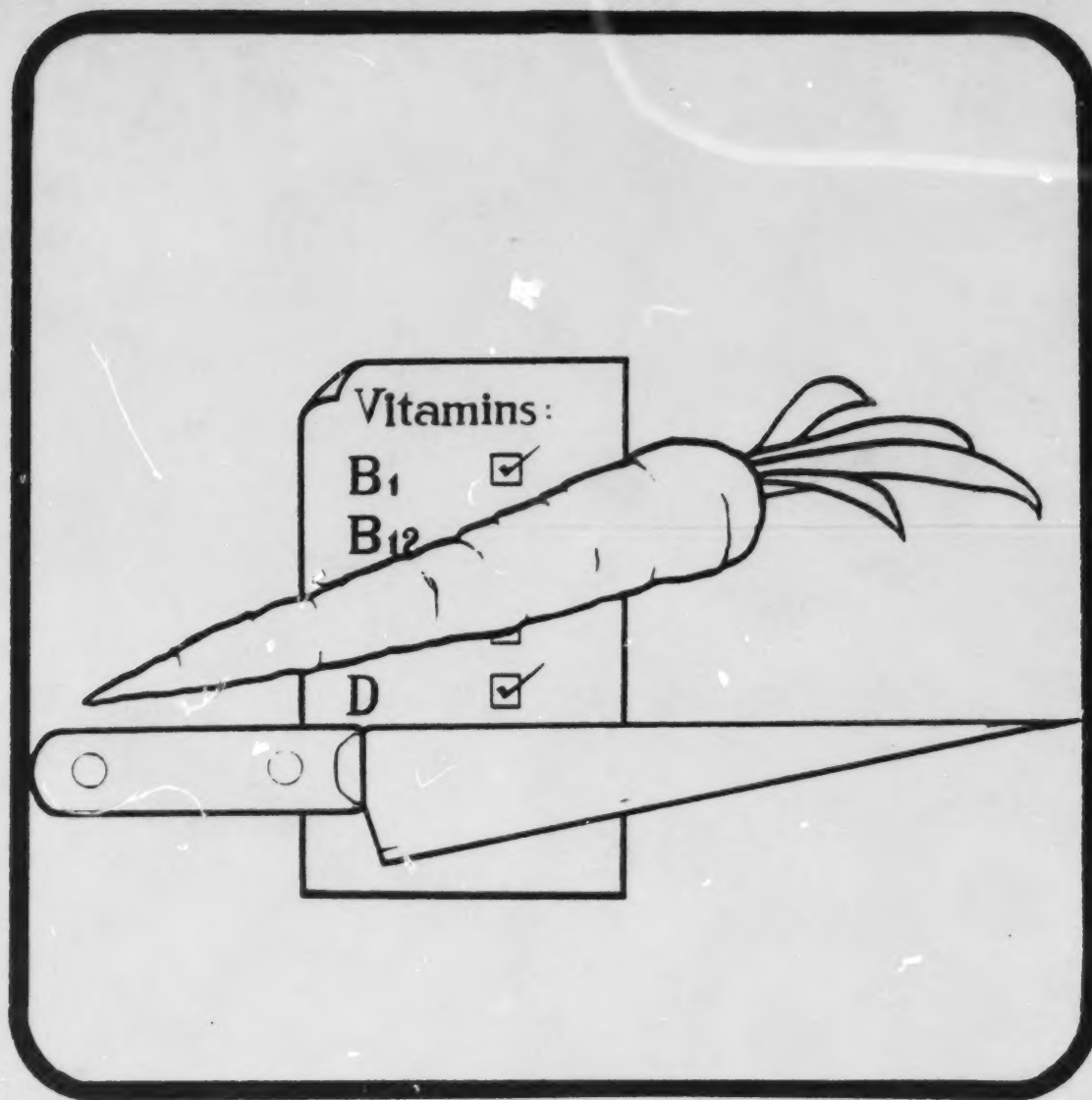


JOB STEPS

6. Place a collection pan under the blade.
7. Be sure your hands are clear of the blade. Then, turn the switch to "on".
8. Never allow your hands to come close to the blade. Use the feeder to move the meat across the blade.



9. To cut uniform slices, move food item back and forth across blade with an even steady pressure.
10. When you finish slicing, turn switch to "off".
11. Remove collection pan with sliced meat.



dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 006 date: August 1977 level: I

skill title: Cleaning the Meat Slicer

developed & written by: Denise L. Hobbs

visuals by: Sherri Baker

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to safely clean a meat slicer.

AND IN ORDER TO DO THIS YOU WILL NEED:

Dirty meat slicer

Detergent solution

Sanitizing solution

Pot and pan sink

Nylon brush

Sponge

Drying towel

WE WILL KNOW YOU CAN DO IT WHEN:

1. You unplug the cord and then, set the blade at the lowest setting.
2. You carefully remove the blade guard and replace it as soon as possible to avoid injuring yourself.
3. You clean the meat slicer so that it is free of soil and food particles.

INFORMATION

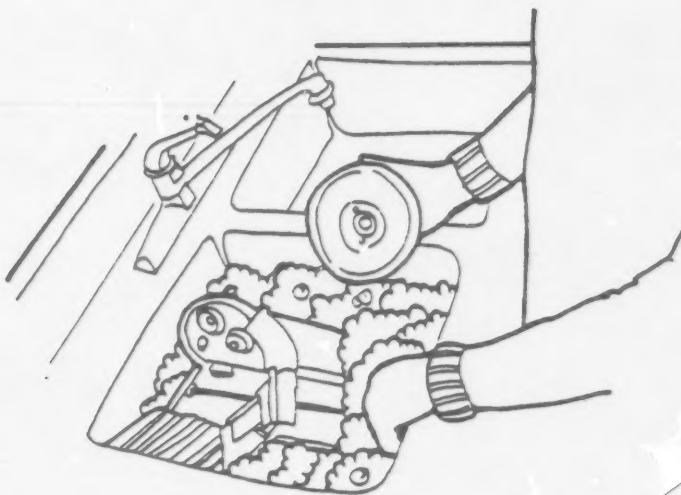
Before doing the job steps, read the following material:

Sanitation of Food Establishments, page 26.

Food Service Manual, page 216.

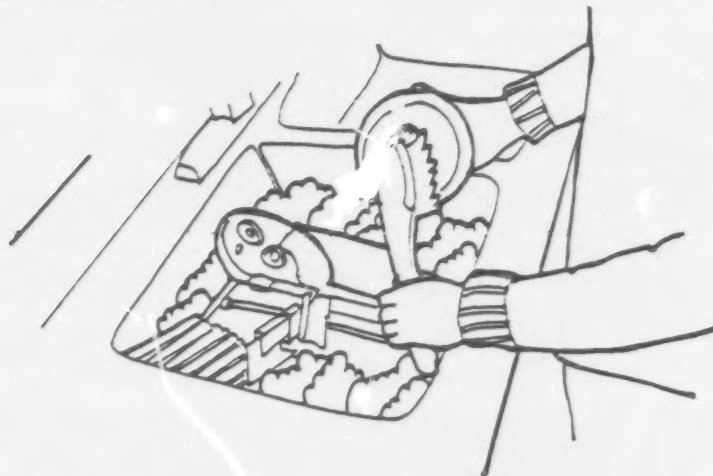
JOB STEPS

1. Do all readings, read through all job steps and collect your materials.
2. Before cleaning the slicer, disconnect the electric cord. To reduce the possibility of accidental cuts, set the blade control at 0.
3. Leave the blade guard in place until you are ready to clean the blade. Replace the guard as soon as you clean the blade.
4. Dismantle the slicer. Take the parts to the pot and pan sink.

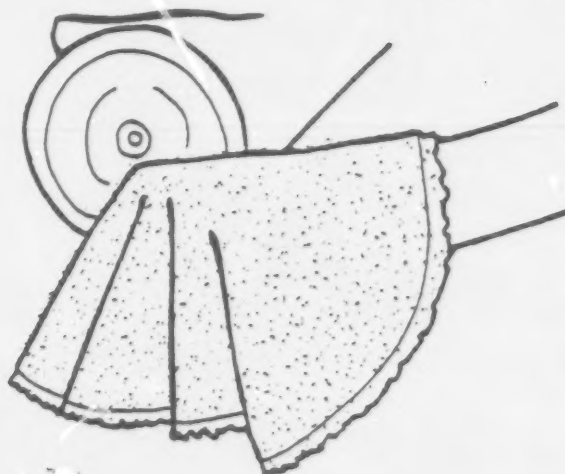


JOB STEPS

5. Soak parts in a detergent solution for five minutes. Brush all parts clean.



6. Using warm water, rinse parts. Then, dry them with a towel.



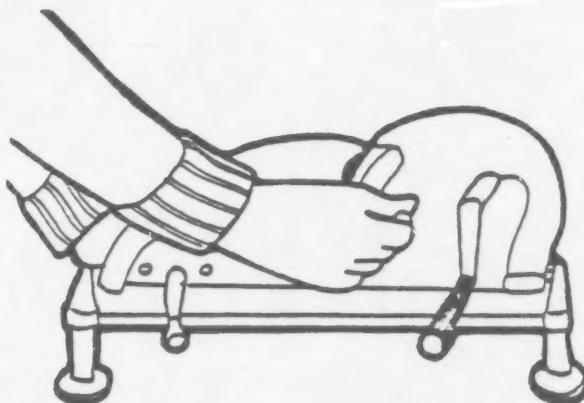
7. Using detergent solution and nylon brush, scrub clean the stationary parts of the cutter. Be careful of the blade. Check inside, outside, especially corners, handles, connections, underneath rolled rims, collection pans and the area between the chute and the frame of the unit. Clean the shafts and all the parts under the frame.
8. Using a clean wet brush or sponge, rinse stationary parts free of any detergent solution.

WORD GUIDE

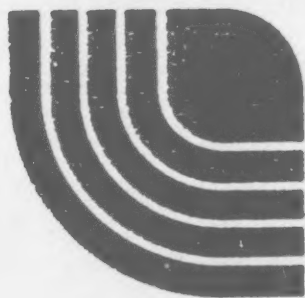
SANITIZE - To make free from germs.

JOB STEPS

9. Reassemble meat slicer. Be certain to properly tighten all parts.



10. To avoid food poisoning, sanitize unit using a sanitizing solution. If you do not cover the slicer overnight, you must sanitize it before using.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 007 date: 5/77 level: I

skill title: Using the Disposal

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

GARBAGE DISPOSAL - An electric appliance which grinds up food scraps.

PERFORMANCE OBJECTIVE

You are going to learn:

How to get rid of food scraps using a garbage disposal.

And in order to do this you will need:

Food scraps

Drain with garbage disposal

We will know that you can do this when:

You use disposal to get rid of food scraps without plugging the disposal or drain.

INFORMATION

Inside the garbage disposal are sharp blades. For safety, keep hands out of opening. Silverware, metal or wood pieces will dull the blades or jam the disposal; therefore, keep them out of the disposal.

Water must be running through the disposal to flush pieces down the drain. If water is not on, the drain or disposal may become plugged. Cold water is best; it keeps the disposal from overheating.

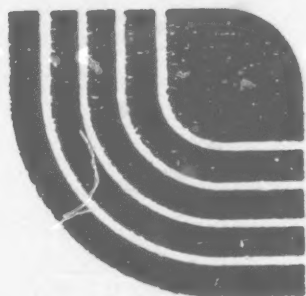


WORD GUIDE

AUTOMATIC FLUSHER - A disposal with a water spray which turns on without turning on the water separately.

JOB STEPS

1. Go to work area and choose drain with a disposal.
2. Turn on the cold water. If the disposal has an automatic flusher, omit step #2 and #7.
3. Pushing the "on" switch, turn on disposal.
4. Push food scraps into disposal. Be sure to keep hands and utensils out of disposal opening.
5. Run disposal until all food is rinsed down the drain.
6. Pushing "off" switch, turn off disposal.
7. Turn off water .



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 008 date: 5/77 level: I

skill title: Cleaning the Disposal

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

GARBAGE DISPOSAL - An electric appliance, which grinds up food scraps.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean a garbage disposal.

And in order to do this you will need:

Dirty garbage disposal

Detergent solution

Brush

Water

Clean dry cloth

We will know that you can do this when:

You thoroughly clean dirt and food particles from disposal.

INFORMATION

Inside the garbage disposal are sharp blades. For safety, keep hands out of disposal opening. Silverware, metal or wood pieces will dull the blades or jam the disposal; therefore, keep them out of the disposal.

Water must be running through the disposal to flush pieces of food down the drain. If water is not on, the drain or disposal may become plugged. Cold water is best; it keeps the disposal from overheating.

WORD GUIDE

AUTOMATIC FLUSHER - A disposal with a water spray which turns on without turning on the water separately.

JOB STEPS

1. Collect materials and go to work area. Find a dirty drain with a disposal.
2. Turn on the cold water. If the disposal has an automatic flusher, omit step #2 and #6.
3. Push "on" switch to turn on disposal.
4. Run disposal until all remaining food is rinsed down the drain.
5. Push "off" switch to turn off disposal.
6. Turn off water.
7. Using brush and detergent solution, wash down garbage disposal opening.
NOTE: Never put the brush or your hand inside the disposal.
8. Rinse disposal with clear water.
9. Using a clean cloth, dry area.
10. Return all materials. Put dirty rags in proper container.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 009 date: 5/77 level: I

skill title: Using the Food Grinder

developed & written by: Linda Gilmore

visuals by: Sherri Baker

PERFORMANCE OBJECTIVEYou are going to learn:

How to use a food grinder.

And in order to do this you will need:

Mixer

Grinder attachment with cutting plate

Meat stuffer

Cart

Pan

Meat to be ground

Electrical outlet

We will know you can do this when:

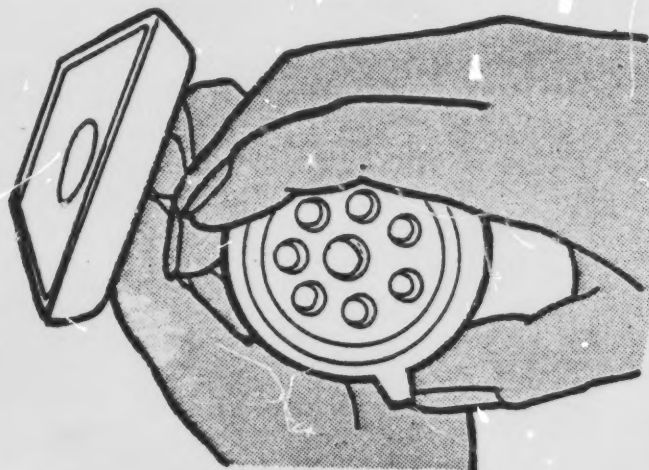
You assemble the food grinder and then, safely grind the meat.

INFORMATION

The cutting surfaces in the grinder are very sharp. The moving parts inside grinder could easily cut fingers or other objects accidentally inserted. Be especially careful that only the necessary food gets into the grinder.

JOB STEPS

1. Gather equipment and go to work area.
2. To assemble grinder place the cutting plate in position and securing latches on both sides.

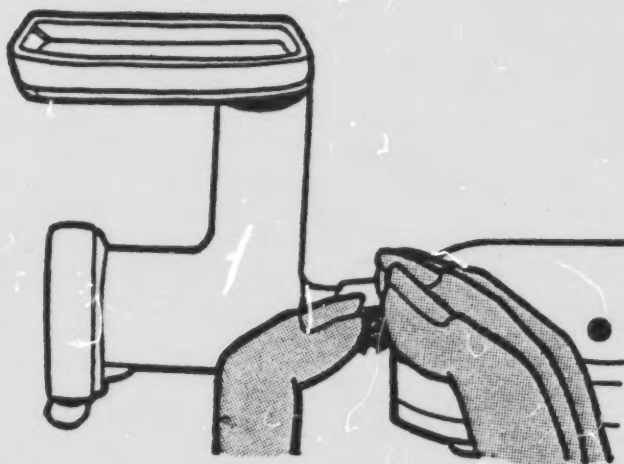


3. Position grinder onto mixer head. Slide shaft into the hole on the front of the mixer.



JOB STEPS

4. To hold grinder shaft in place, tighten the bolt on the mixer.



5. For safety, remove any beaters or paddle from mixer.

6. Check to be sure mixer is plugged in.

7. Push "on" button on the side of the mixer.

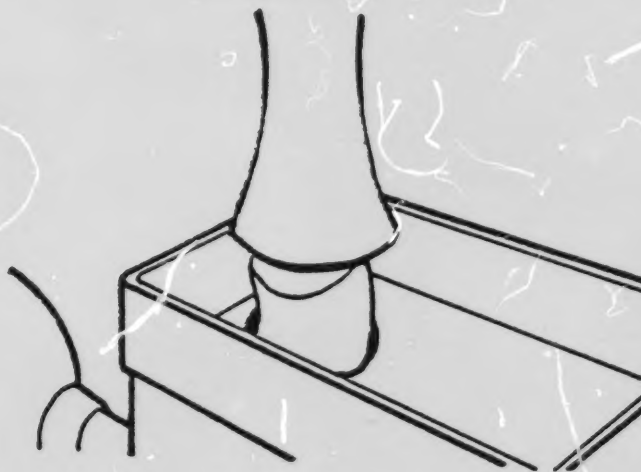


JOB STEPS

8. Place pan on top of cart. Then, position the cart under grinder to catch ground meat.



9. Using the stuffer, push meat into grinder opening. Never use hands to push food into the grinder. Always use the stuffer.



JOB STEPS

10. Gradually add more meat until all of the meat is ground.
11. To turn off grinder, push "off" button on mixer.
12. Clean all equipment and return to proper place.



dietetic assistant

Unit: Housekeeping and Safety

capital area career center

module: 4501 03 010 date: 5/77 level: I

skill title: Cleaning a Food Grinder

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

SANITIZING SOLUTION - A solution which chemically kills germs and bacteria.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean a food grinder.

And in order to do this you will need:

Dirty food grinder

Detergent solution

Sanitizing solution

Brush

Dish cloth

Clean dry cloth

We will know you can do this when:

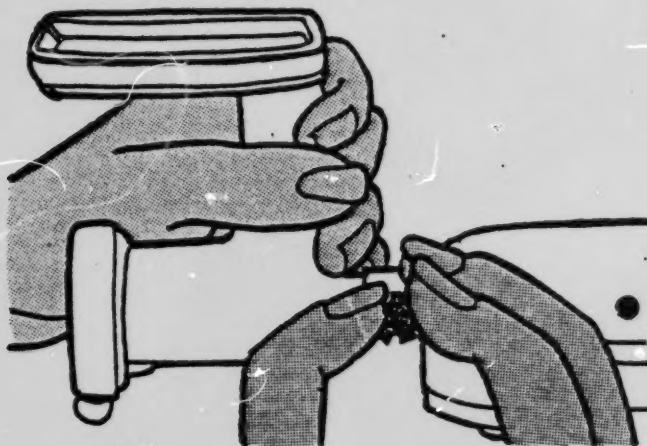
You unplug, disassemble and clean the food grinder so it will be ready to use again.

INFORMATION

Food particles provide a place for germs and bacteria to grow. The bacteria, which grow on meat particles, can cause serious illness and food poisoning. Therefore, it is important to clean and sanitize the grinder thoroughly.

JOB STEPS

1. Gather materials and go to work area.
2. Unplug the grinder.
3. Loosen the bolt on the mixer head and then, remove the grinder attachment from the mixer.

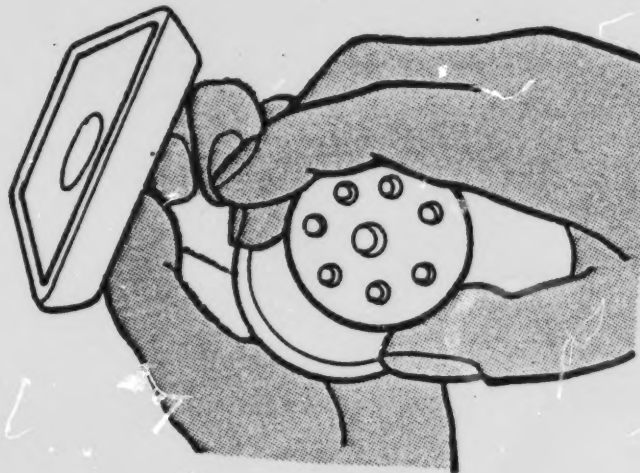


4. Dampen dish cloth with detergent solution.
5. Using the dish cloth dampened with detergent solution, wipe down the mixer.
6. Using clean, dry cloth, dry the mixer.



JOB STEPS

7. To disassemble the grinder attachment, unfasten the side latches and remove the cutting plate.



8. Take the grinder parts to the pot and pan sink.
9. According to directions on containers, put detergent in first sink and sanitizing compound in 3rd sink. Fill sinks with water. Put clear, hot water in center sink for rinsing.
10. Using the brush, clean parts in detergent solution.
11. First, rinse parts in the clear water. Then, rinse in the sanitizing rinse.
12. Allow the parts to drain and air dry.
13. Assemble grinder and return all materials to proper area.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 011 date: 5/77 level: I

skill title: Using the Gas Range

developed & written by: Jean Friend R.D.

visuals by: Sherri Baker

WORD GUIDE

INSTITUTIONAL GAS RANGE - A large stove usually stationary, usually having one or more ovens and openings at the top for heating various articles at once. Gas is the major source of fuel for the stove.

PERFORMANCE OBJECTIVE

You are going to learn:

How to use the gas range.

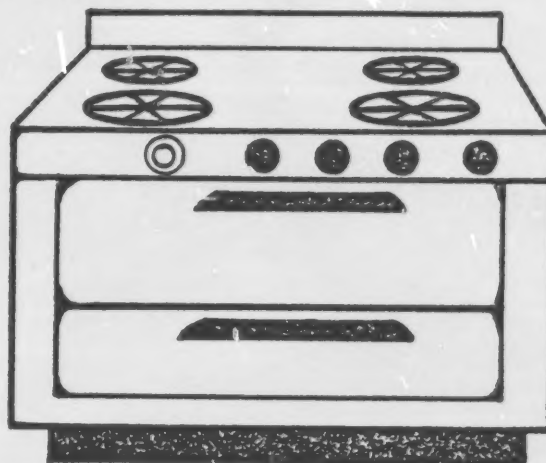
And in order to do this you will need:

A gas range

A box of frozen vegetables (check with instructor)

A cup of water

A pan to cook in.



We will know that you can do it when:

1. You turn on proper burner.
2. You can adjust the burner controls from high to low.
3. You can operate the range without injuring yourself.

WORD GUIDE

PILOT LIGHT - A small flame that burns continuously which triggers the burner and the oven when the dial is turned on.

INFORMATION

Why is it necessary to know how to safely use a gas range?

Because gas ranges are often used in a dietary department. Also, gas ranges are difficult and dangerous to use, unless one knows the proper way to use one.

Why is it necessary to know about a pilot light?

If the pilot light is on, most gas range tops will light automatically. If the pilot light is out, light a match and hold it over the pilot light opening.



Why do we need to know how to use a gas range?

- A. Because many dietary departments have gas ranges.
- B. Because you can have accidents if you do not know how to use a gas range.
- C. Gas ranges are good to use when other power is not available.

A, B, and C are the correct answers.

WORD GUIDE

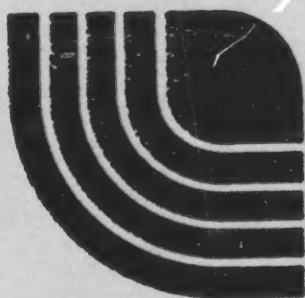
CONSISTENCY - Firmness of material substance.

JOB STEPS

1. Collect materials and go to work area.
2. Check to see if the pilot light is on.
3. Identify the correct knob for each burner.
4. Place one cup of water in a pan.
5. Turn on the desired burner to high.
6. Place the pan on the correct burner.
7. Bring the water to a boil.
8. Add vegetables to the water, breaking them up with a fork as they cook.
9. Turn down burner to low while mixture boils.
10. Cook to desired consistency. Vegetables should still be crisp.
11. Turn off burner.

JOB STEPS

12. Take pan off burner and place vegetables in serving bowl.
13. Wipe off range and take pan to pots and pan area.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 012 date: 5-16-77 level: 1

skill title: Cleaning the Range (gas)

developed & written by: Jean Friend R.D.

visuals by: Sherri Baker

WORD GUIDE

DEGREASING SOLUTION - a solution which is very powerful in getting off grease from surfaces.

SANITIZING SOLUTION - solution containing a sanitizing agent which will rid an area of germs.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean and sanitize a range.

And in order to do this you will need:

Dirty range with the burners off

Brush

Degreasing solution

Rubber gloves

Sanitizing solution

Cloths

We will know that you can do it when:

1. You turn off burners.
2. You clean soil, germs and food particles from range.

WORD GUIDEGAS - used as the power source.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
Why do we clean a gas range? Because old food would build up and cause unsanitary conditions. The range should always be clean for the next person's use. page 25 page 214-215	Sanitation of Food Service Establishments Food Service Manual	

Choose the correct answer.

Why do we clean a gas range?

- a. to make it look nice.
- b. to make it free of food particles and germs.
- c. to make it ready for the next use.

Both b and c are correct.

JOB STEPS

1. Read the material indicated in information section.
2. Collect materials and go to your work area.
3. Make sure the range is completely cool.
4. Put all removable parts in pot and pan sink for soaking and scrubbing. Then, put on rubber gloves.



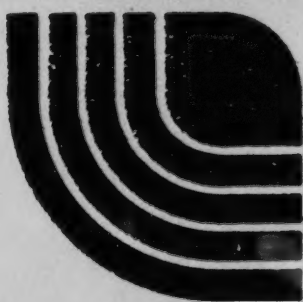
JOB STEPS

5. Dip the cloth into the degreasing solution and apply to top and sides of range. Let stand for 20 minutes.



6. Rinse cloth in clear water. Using cloth, remove degreasing solution.
7. Where necessary, use brush to clean spots from top and sides of range.
8. Let air dry.
9. Dip cloth in sanitizing solution and clean all surfaces.
10. Let air dry. Then, reassemble removable parts.





dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 013 date: 5/77 level: I

skill title: Using the Oven (gas)

developed & written by: Jean Friend R.D.

visuals by: Sherri Baker

WORD GUIDE

RACK - Found inside oven. Food is cooked on it.

OVEN - A chamber for baking, heating or for drying with the aid of heat.

PERFORMANCE OBJECTIVE

You are going to learn:

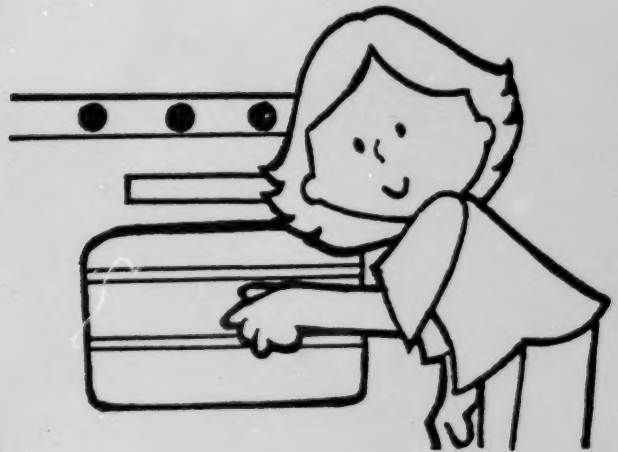
How to use the oven

And in order to do this you will need:

An oven

We will know you can do this when:

1. You properly arrange oven racks.
2. You can safely operate the oven.
3. You cook at the proper temperatures.
4. You can spell, pronounce and define all technical words listed in this module.



INFORMATION

Why is it necessary to know how to use an oven?

- A. So you can warm up the coffee.
- B. It is often used for baking in a dietary department.
- C. It is necessary for all dietetic assistants to know.

Both B and C are correct.

WORD GUIDE

PILOT LIGHT - A small flame which burns continuously and which triggers the burners and/or oven when the dial is turned on.

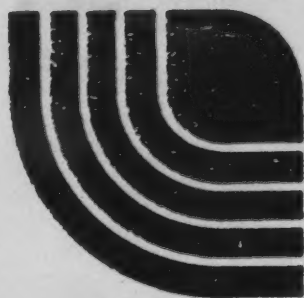
PREHEAT - Time required for oven to heat to desired cooking temperatures.

ELEMENT - Heating coils for baking or broiling.

STAGGERED - Arranged so one does not block heat for the other.

JOB STEPS

1. Go to your work area and choose an oven.
2. Check to see if the pilot light is on.
3. Adjust racks to the desired height. For broiling, shelf should be 3-4 inches under upper element. For baking, shelves should be evenly spaced and pans staggered.
4. Turn oven to the desired temperature.
5. Allow oven to preheat for twenty minutes unless you use a newer model stove.
6. If you use a newer model, ask instructor how to preheat oven.
7. You cook or bake the food after the oven is preheated.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 014 date: 5/77 level: I

skill title: Cleaning the Oven

developed & written by: Jean Friend R.D.

visuals by: Sherri Baker

WORD GUIDE

OVEN - Chamber used for baking or heating or for drying with the aid of heat.

DEGREASING SOLUTION - Solution that is very powerful for removing grease from surfaces.

SANITIZE - To free of germs and dirt.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean the inside and outside of the oven.

And in order to do this you will need:

Dirty oven with heat turned off

Scraper

Degreasing solution

Brush

Cloths

Rubber gloves

Sanitizing solution

We will know you can do this when:

1. You clean soil, food particles and germs from oven.
2. You check to make sure the oven is cool.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
Why is it necessary to clean an oven? Because baked on food would decrease the effectiveness of the oven. Page 24 Page 215 Why do we clean and sanitize a range? A. To make it more effective - burned-on food cuts down on effectiveness. B. To make it free of food particles soil, and germs. C. To make it ready for the next user. A, B, and C are correct. 411	<u>Sanitation Of</u> <u>Food Service</u> <u>Establishments</u> Food Service Manual	

WORD GUIDEAPPLY - Spread onJOB STEPS

1. Read material indicated in the Information Section. Then, collect your materials and go to the work area.
2. Allow oven to cool. Then, remove shelves.
3. Put on rubber gloves.

OVEN:

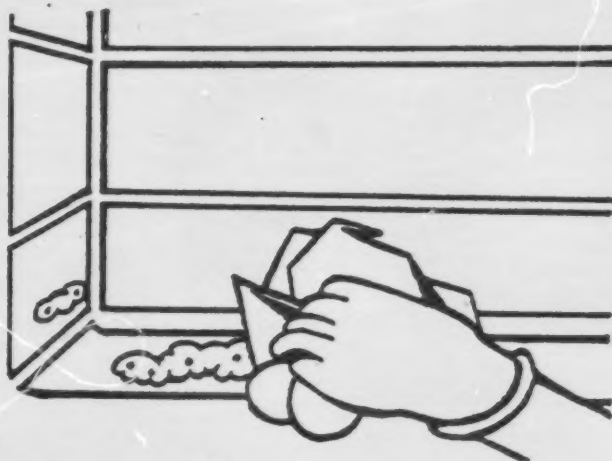
4. Dip cloth into degreasing solution and apply to all inside surfaces, except the burners. Then, let stand for 20 minutes.



5. While waiting, take racks to pot and pan sink. Clean and sanitize. Let air-dry.

JOB STEPS

6. Using a clean cloth, wipe off the degreasing solution. Use a brush on tough spots. Then, wipe out with a cloth dipped in clear water.



7. Wipe with sanitizing solution. Let air dry.

OUTSIDE OVEN:

8. Using a cloth and degreasing solution, wash the outside of the oven. Use a brush to clean tough spots.
9. Rinse with clear water and a clean cloth.
10. Wipe outside of oven with a sanitizing solution. Let air dry.
11. Return all equipment.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 017 date: 5/77 level: I

skill title: Using the Toaster

developed & written by: Jean Friend, R.D.

visuals by: Sherri Baker

WORD GUIDE

INSTITUTIONAL - An instrument
for toasting bread using a
conveyor system.

TOAST - Sliced bread superficially
browned by heat.

CONVEYOR - a contrivance for
transporting material from
one area to another.

PERFORMANCE OBJECTIVE

You are going to learn:

How to use a toaster.

And in order to do this you will need:

Institutional size toaster

Bread

Butter

Knife

We will know you can do it when:

1. You can safely operate the toaster.
2. You can prepare toast to desired darkness.

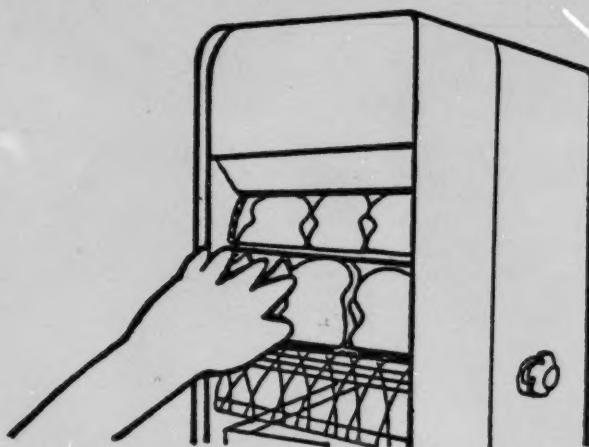
INFORMATION

Why is it necessary to know how to use a conveyor toaster?

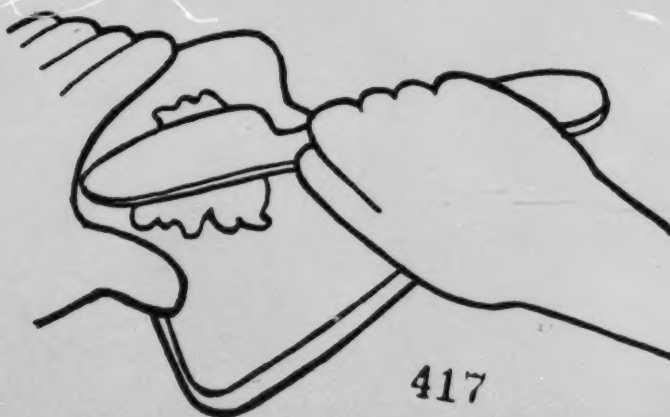
Because a conveyor toaster is often used in a food service establishment.

WORD GUIDEPREHEAT - Warm up.JOB STEPS

1. Collect materials and go to your work area. Choose a toaster.
2. Put toaster plug into socket.
3. Allow toaster to preheat for 10 minutes.
4. Adjust knob to desired degree of darkness.
5. Place 3 or 4 bread slices on revolving racks. The amount of bread depends on size of toaster.

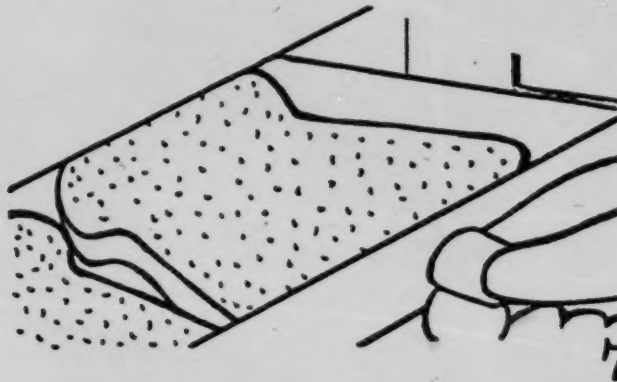


6. When bread is toasted, pick up knife and butter the toast.



JOB STEPS

7. Put toast in pan and then in warming oven.



8. When the desired amount of bread is toasted, unplug toaster.
9. Clean all dirty utensils and return to proper place.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 018 date: 5/77 level: I

skill title: Cleaning the Toaster

developed & written by: Jean Friend R.D.

visuals by: Sherri Baker

WORD GUIDE

INSTITUTIONAL TOASTER - An instrument used for toasting bread using a conveyor system.

CONVEYOR - A roller or belt device transporting material from one area to another.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean a toaster.

And in order to do this you will need:

Dirty toaster

Detergent solution

Sanitizing solution

Cloths

Brush

Deliming solution

We will know you can do this when:

1. You clean soil, food particles and germs from toaster.
2. You unplug the cord and then cool the toaster.

WORD GUIDE

SANITIZE - To free of germs and dirt.

INFORMATION

Why is it necessary to clean a toaster?

Because old food particles cause unsanitary conditions. By cleaning the toaster, you prepare it for the next person's use.

Why do we clean and sanitize a toaster?

- A. To get it ready for a sale.
- B. To get it ready for the next person's use.
- C. To clean it of old batter, dirt and grease.

Both B and C are correct.

JOB STEPS

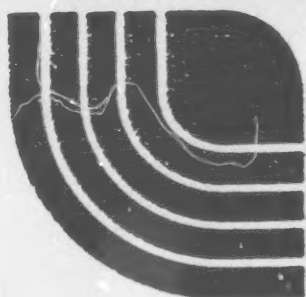
1. Gather materials and go to work area. Choose a dirty toaster.
2. Unplug toaster.
3. Allow toaster to cool.
4. Remove all crumb trays and put in pot and pan sink. Scrub and sanitize trays. Then, air-dry.



5. Using cloth and detergent solution, wipe outside, underneath, and surrounding area of toaster.
6. Using sanitizing solution and clean cloth, wipe outside, underneath, and surrounding area of toaster.

JOB STEPS

7. Air-dry.
8. Following Manufacturer's directions, put back crumb trays.
9. Occasionally, the crumb trays will have to be soaked in a deliming solution then, sanitized to remove stains.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 019 date: 5/77 level: I

skill title: Using the Steam Table

developed & written by: Jean Friend R.D.

visuals by: Sherri Baker

WORD GUIDE

STEAM TABLE - A piece of equipment on which hot foods are held over steam for short periods of time while the food is being served.

PERFORMANCE OBJECTIVE

You are going to learn:

How to use the steam table

And in order to do this you will need:

Steam table (electric type)

Pans of food

Hot pads

Water pans

We will know you can do this when:

1. You safely use the steam table to keep food hot for serving.
2. You make sure steam table is hot.
3. You secure table pans in place to prevent burns.

INFORMATION

Why is it necessary to know how to use a steam table?

Food tastes better if it is served at the proper temperature.

WORD GUIDE

PAN SUPPORTS - Metal pans which hold water and food.

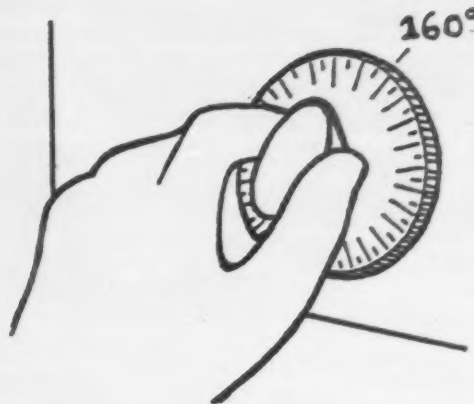
220 VOLT SOCKET - Special electric outlet that takes high volts of electricity.

PENCIL THERMOMETER - Used to check food temperature.

ALCOHOL PADS - Used to clean off thermometer.

JOB STEPS

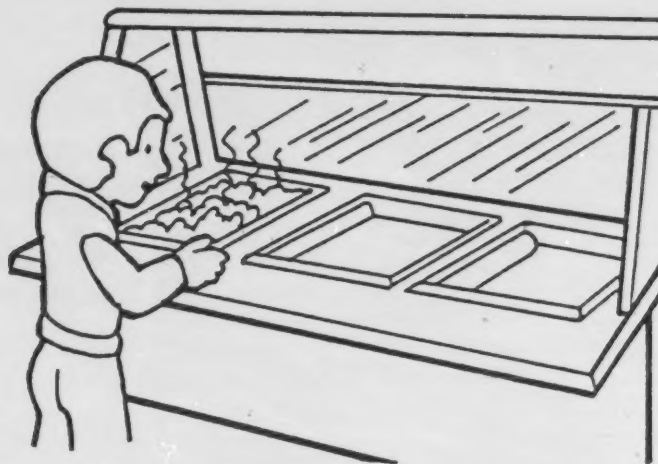
1. Collect materials and go to work area. Be sure water pans have water in them.
2. Plug steam table cord into 220 socket.
3. Turn steam table dial to desired temperature, usually 160° F.



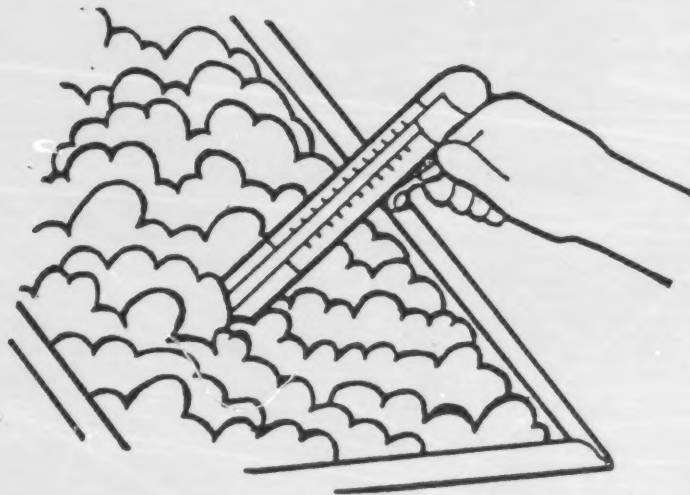
4. Allow tables to preheat for 30 minutes.
5. Using hot pads to prevent burns, place food pans inside water pans.

JOB STEPS

6. When placing two small pans across the well, use pan supports to keep pans in place.



7. Using pencil thermometer, check the temperature of the hot food. Stick thin end into the middle of the hot food pan.



140° F. is a safe temperature for hot foods. Be sure to wipe off thermometer with alcohol pad between batches of food.

8. After you remove food from steam table, turn off all dials. Then unplug the cord.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 020 date: 5/77 level: I

skill title: Cleaning A Steam Table (Electric)

developed & written by: Jan Friend R.D.

visuals by: Sherri Baker

WORD GUIDE

STEAM TABLE - Piece of equipment on which hot foods are held over steam for short periods of time while the food is served.

CLEAN - To rid of dirt.

SANITIZE - To free from germs and dirt.

DELMING SOLUTION - Solution used to remove lime deposits (a whitish material) caused by water evaporation.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean a steam table (electric type)

And in order to do this you will need:

Steam table

Nylon scrub brush

Cloths

Deliming solution

Detergent solution

Sanitizing solution

Window cleaning solution



We will know you can do this when:

1. You clean dirt, food particles and germs from steam table.
2. You cool the steam table.
3. You do not let the water run down into the cleaning elements.
4. You can spell, pronounce, and define all technical words in this module.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
Why is it necessary to clean a steam table? By cleaning the steam table, we get it ready for the next use. Page 27 Page 217	<u>Sanitation of Food Service Establishments</u> Food Service Manual	
Why do we clean and sanitize a steam table? A. For something to do. B. To clean it of food particles and germs. C. To make it ready for the next person's use. Both B and C are correct.		

WORD GUIDE

CREVICE - A crack forming an opening.

JOB STEPS

1. Read the material indicated in the Information Section. Collect materials and go to work area.
2. When serving is completed, remove pans containing food. Take to the kitchen. Transfer food to refrigerator containers and refrigerate immediately.
3. Unplug steam table cord and allow to cool.
4. Remove water pans. Empty and rinse them. Using a clean cloth dipped in detergent solution, wash all surfaces of the unit; top, backboard, hoods, if any, front and sides. Use the brush to clean corners and crevices.

* CAUTION - Do not let water run down heating *
* elements. Water would cause a short circuit. *

Use a brush to remove any baked on foods.

5. After you clean unit, use cloth and deliming solution to remove lime, film, and spots and to keep unit bright.
6. Rinse unit with clear water.

JOB STEPS

7. Using a sanitizing solution and clean cloth, wipe all parts of the steam table including the cord.
8. Using clean cloth and window cleaner, clean the glass part of the sneeze guard.
9. If water pans are tarnished, wipe them with clean rag and clean water.
10. Put away all equipment.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 021 date: 3-23-77 level: 1

skill title: Using a Plate Warmer

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

PLATE WARMER - an electrical appliance containing a heating element. It is used to warm plates.

PERFORMANCE OBJECTIVE

You are going to learn:

How to warm plates, using a plate warmer.

And in order to do this you will need:

plate warmer

dinner plates

heavy duty electrical outlet

We will know you can do it when:

You can warm dinner plates completely and safely using a plate warmer.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
<u>Why</u> do we use a plate warmer? When the plates are properly warmed, they help keep food warm until it is served. 436		

1. Get plate warmer from dish machine area..

2. Wheel it to where the plates are to be loaded.



3. Fill plate warmer with clean dinner plates.



4. Locate the heavy duty outlet.



5. Make sure your hands and the floor where you are standing are dry. Water or moisture can cause you to get shocked.

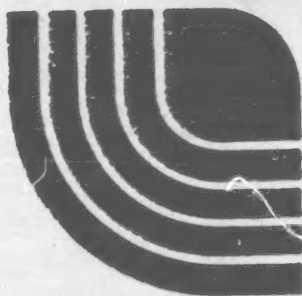
6. Plug in the cord.

7. Heat for 2 hours.

8. Unload dinner plates.



9. Unplug plate warmer and return it to the dish machine area.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 022 date: 3-23-77 level: 1

skill title: Cleaning a Plate Warmer

developed & written by: Eleanor Trithart

visuals by: Sherri Baker

WORD GUIDE

DETERGENT SOLUTION - a cleaning agent,
stronger than
soap.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean a plate warmer safely.

And in order to do this you will need:

dirty plate warmer

detergent solution

sponge

dry cloth

We will know you can do it when:

You let the plate warmer become cool; then clean and dry it
so that it is ready to be used again.

INFORMATION	MATERIALS	LOCATION OF MATERIALS
Food or dirt near food can cause germs to grow. Germs can cause illness. Food or dirt build-up could also keep the dish warmer from working right. 441		

JOB STEPS

1. Unplug the plate warmer by grasping the heavy plastic plug and pulling. Don't yank on the cord. Collect materials and go to work area.
2. Allow the plate warmer to cool until it is no longer warm to the touch.
3. Use a detergent solution and a sponge to wipe down the warmer. Pay attention to the corners and cracks.
4. Wipe off the outside of the warmer and the bumpers and wheels.
5. Now wipe over the entire warmer with the dry cloth to make sure no water spots are left.
6. Put away all equipment.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 023 date: 3/77 level: I

skill title: Using a Food Warmer

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

THERMOTAINER (food warmer) - Is
a heated cabinet used to keep
food hot until serving time.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to keep food hot by using a thermotainer (food warmer).

AND IN ORDER TO DO THIS YOU WILL NEED:

Thermotainer

Pan of hot food

Electrical outlet

WE WILL KNOW YOU CAN DO IT WHEN:

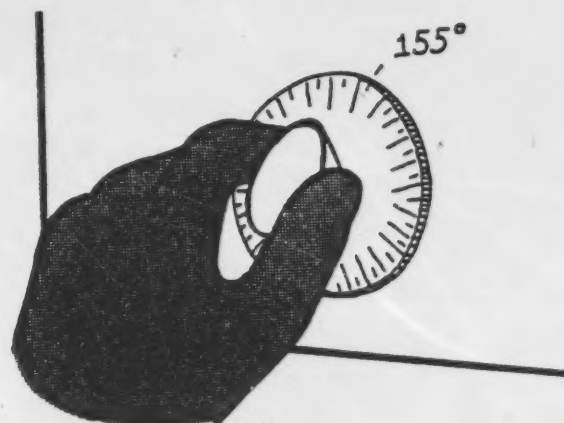
1. You can set and preheat the thermotainer to the correct temperature.
2. You can keep the food hot and dispose of it after the food has been warmed for more than 2 hours.

INFORMATION

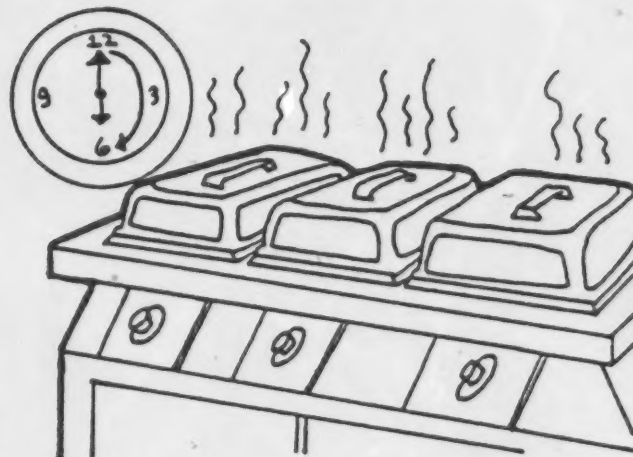
Food which you should eat when it's hot tastes best if it is kept hot until served. The best holding temperature for food is 150° to 160° F. Food left at this temperature in the center of the pan, (45°-140°) may be low enough to permit bacterial growth. Therefore, you should throw out food you leave in the food warmer for 2 hours or more.

JOB STEPS

1. Plug in thermotainer.
2. Turn the dial on the front of the thermotainer to the desired temperature (between 150°-160°F.).



3. Allow the thermotainer to preheat for thirty minutes.



4. Place hot food in the thermotainer.
5. Throw away any food left in the thermotainer for 2 hours or more.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 024 date: 3/77 level: I

skill title: Cleaning a Food Warmer

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

FOOD WARMER - Is a heated cabinet
used to keep food hot until
serving time.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean the food warmer.

And in order to do this you will need:

A soiled food warmer

Detergent solution

Sponge

A clean dry cloth

We will know you can do this when:

You let the food warmer cool. Then, clean and dry it,
so it is ready to be used again.

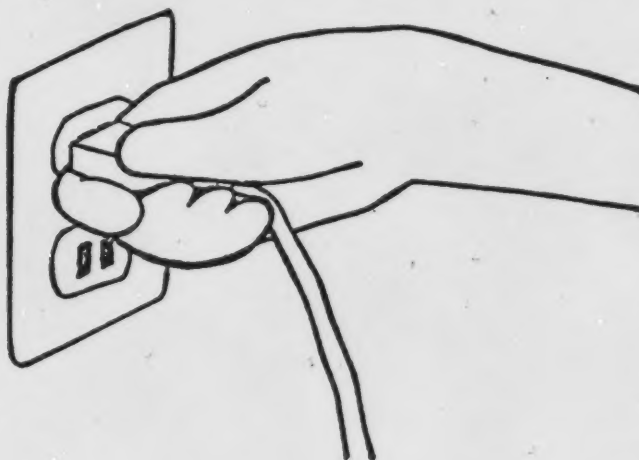
INFORMATION

Food and dirt left on the food warmer can cause germs to grow. Germs can cause illness.

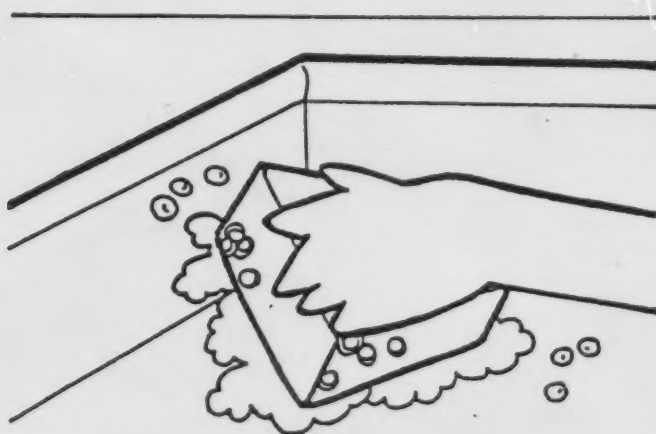
Food and dirt buildup can also keep the food warmer from working correctly.

JOB STEPS

1. Gather your material and go to your work area.
2. Holding onto the heavy, plastic plug, unplug food warmer. Don't yank on the cord.

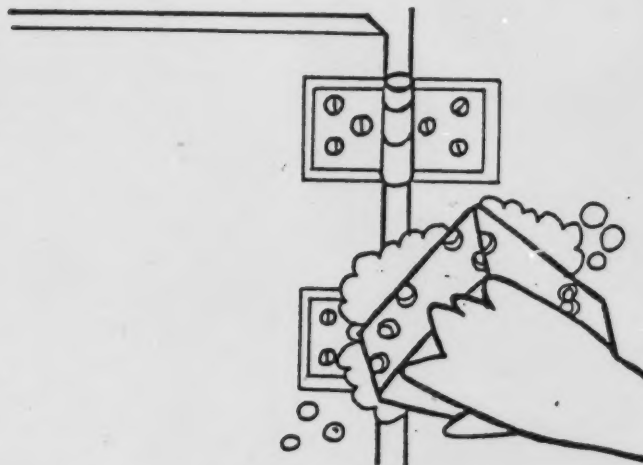


3. Allow the food warmer to cool so that you can touch it.
4. Using the detergent solution and sponge, clean the inside of warmer. Be sure to clean corners and cracks.



JOB STEPS

5. Using the detergent solution and sponge, clean the outside of warmer. Check to make sure brackets and hinges are clean.



6. Using a clean, dry cloth, wipe dry inside and outside of food warmer.
7. Put dirty rags in proper container and return all materials.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 025 date: 3/77 level: I

skill title: Using a conveyor belt

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

CONVEYOR BELT - Is a belt, powered either manually or electrically, used to move trays from one place to another.

PERFORMANCE OBJECTIVEYou are going to learn:

How to move trays using a conveyor belt

And in order to do this you will need:

A conveyor belt

Several food trays

An electrical outlet

We will know you can do it when:

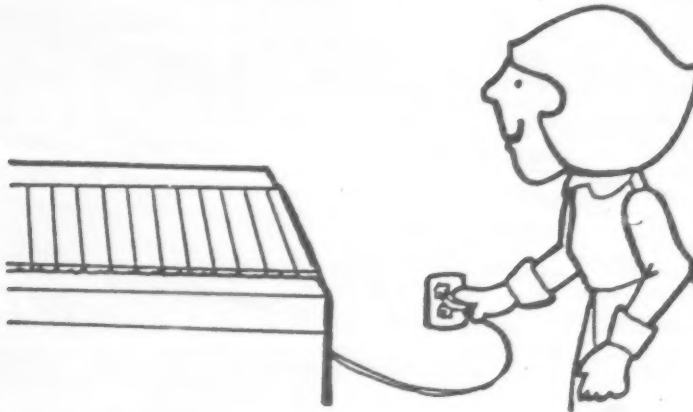
You clear all items away from the conveyor belt, and then, safely move the trays using the conveyor belt.

INFORMATION

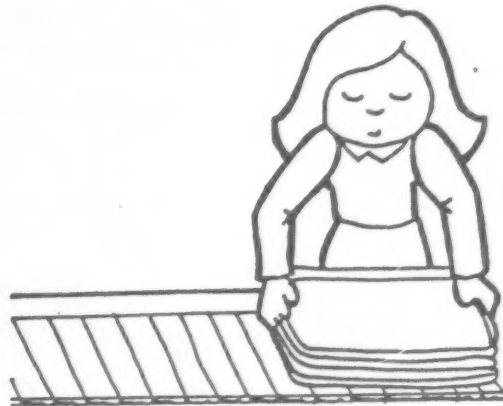
Using a conveyer belt to move trays from one station to another is a smooth and efficient method.

JOB STEPS

1. Collect your materials and go to your work area.
2. Check to be sure the conveyor belt is plugged in.



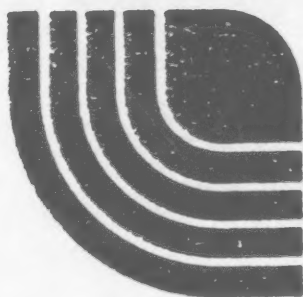
3. Clear off conveyor belt.
4. Place trays at the beginning of the serving line.



* CAUTION - Injury can result from lifting too much at once. *
* Be careful not to over load the belt with too *
* much weight. *

JOB STEPS

5. Push the "on" switch at the end of the conveyor belt.
6. When the tray has reached the end of the serving line, push the "off" switch located beside the "on" switch.
7. Put away all materials.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 026 date: 3/77 level: I

skill title: Cleaning a Conveyor Belt

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

CONVEYOR BELT - Is a belt, powered either manually or electrically, used to move trays from one place to another.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean the conveyor belt.

And in order to do this you will need:

A Soiled Conveyor Belt

A Dish Cloth

Detergent Solution

A Clean, Dry Cloth

We will know you can do it when:

You clean and dry a conveyor belt, so it is ready to use again.

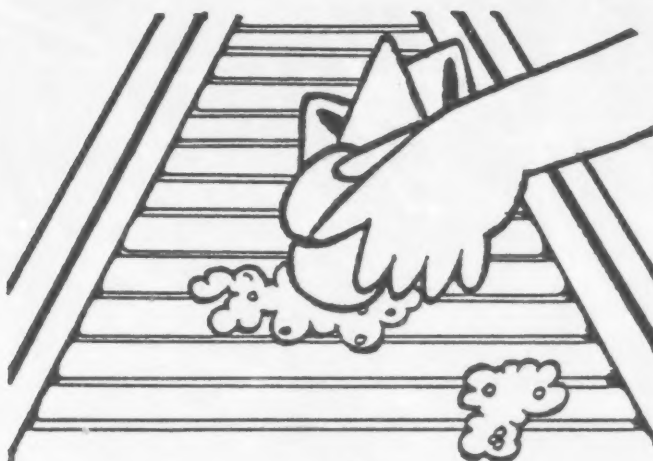
INFORMATION

Food and dirt left on the conveyor belt can cause germs and bacteria to grow. Germs can cause illness.

Food and dirt buildup can keep the conveyor belt from working correctly.

JOB STEPS

1. Gather your materials and go to your work area.
2. Using the dish cloth and detergent solution, wash the top and sides of the conveyor belt. Make sure you clean cracks and corners.



3. Using a clean dry cloth, dry all surfaces of conveyor belt.
4. Put dirty rags in proper container and return all materials.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 027 date: 3/77 level: I

skill title: Preparing Coffee

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

COFFEE URN - Large coffee maker, usually electric, which makes a large amount of coffee at one time.

PERFORMANCE OBJECTIVE

You are going to learn:

How to make coffee.

And in order to do this you will need:

Drip ground coffee

Hot water

Coffee urn

Filter

We will know you can do it when:

You can make coffee that is clear, pleasingly fragrant, and has a fresh flavor with no bitter taste.

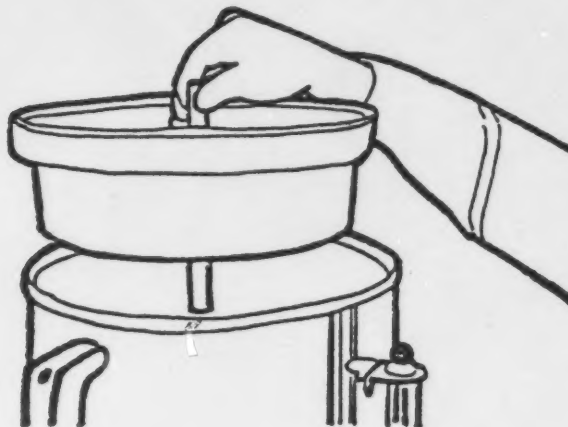
WORD GUIDEBREWING - Boiling.INFORMATION

Ground coffee has water-soluble parts which give color, flavor, and aroma to water. The amount of color, flavor, and aroma the coffee releases, depends on the following:

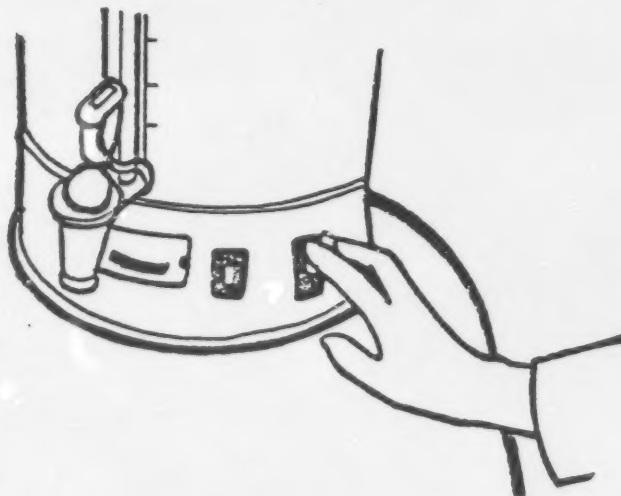
1. The way the coffee is commercially processed (Regular, drip, or fine grind).
2. The way the coffee is prepared. (Water temperature for brewing, brewing time, and holding temperature).

JOB STEPS

1. Gather your materials and go to your work area.
2. Place filter in basket in the top of coffee urn.

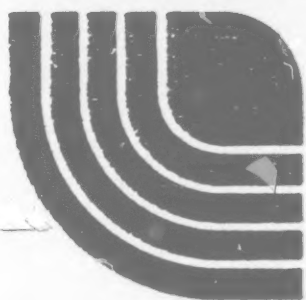


3. Referring to instruction booklet, measure the coffee grind according to amount indicated in booklet. Then, spread them evenly in the filter.
4. If water supply is automatic, push "brew" button. If water supply is manual, heat water to an active boil (about 212°F.) Then, pour water in a circular motion, covering all the grind.



JOB STEPS

5. When the water has filtered through the grind, remove the grounds and filter from the urn. Then, throw them away.
6. Since the coffee in the bottom of urn has the strongest flavor, mix the coffee before serving.
7. The thermostat will keep temperature of coffee at 185°-190°F. Never allow coffee to boil, it will taste bitter.
8. Return all materials.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 028 date: 3/77 level: I

skill title: Cleaning a Coffee Urn

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

COFFEE URN - A large coffee maker, usually electric, which makes a large amount of coffee at a time.

PERFORMANCE OBJECTIVE

You are going to learn:

How to clean a coffee urn.

And in order to do this you will need:

A dirty coffee urn	Warning tag
Large urn brush	Clear water
Small urn brush	2 Clean dry cloths
Urn cleaning solution	Detergent solution

We will know you can do it when:

You clean the coffee urn of stains so that it is ready to use again.

INFORMATION

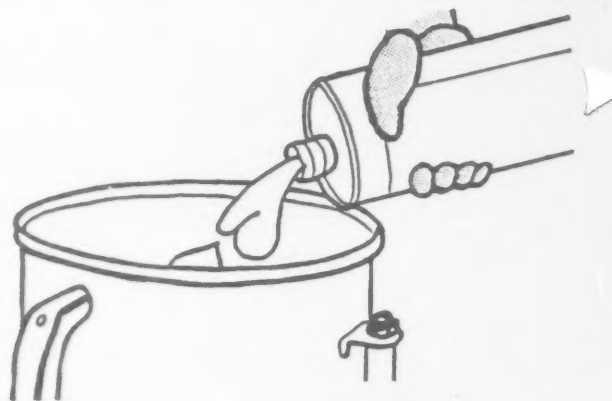
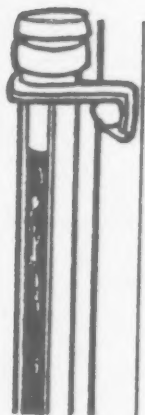
Coffee stains are very hard to remove and usually must be soaked. The soaking solution is dangerous if swallowed. While soaking, urn should have a warning sign on it. No one should serve or drink from this urn while it is soaking.

WORD GUIDE

SIGHT GAUGE - The glass window showing the coffee level.

JOB STEPS

1. Gather materials and go to work area.
2. Rinse inside of urn with cold water.
3. Using hot water 140°-160°F., fill the urn to just above the stain line.
4. Add urn solution. Be sure to add correct amount of solution, as indicated on bottle.
5. To fill the valve and sight gauge with solution, draw out 2 quarts of solution. Then, pour back solution in top of urn.



JOB STEPS

6. Turn off the heat and leave the solution in the urn until the stain disappears or loosens. Hang warning tag on the faucet while urn is soaking.

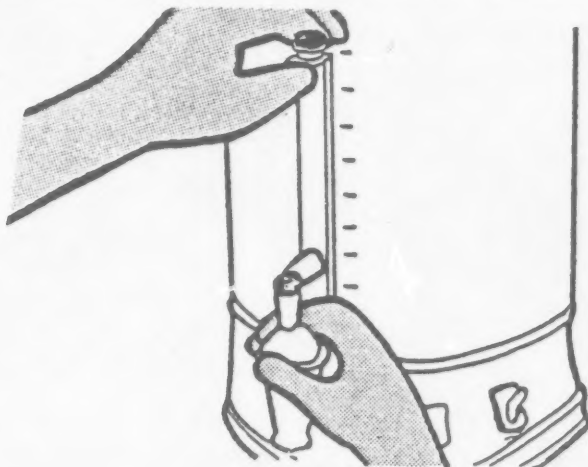


7. When stain is loose or disappears, drain the urn. While draining, brush the inside of urn with large urn brush.

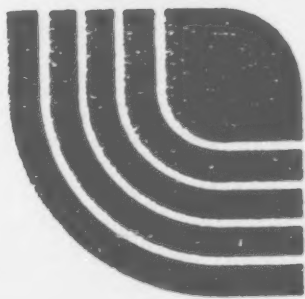
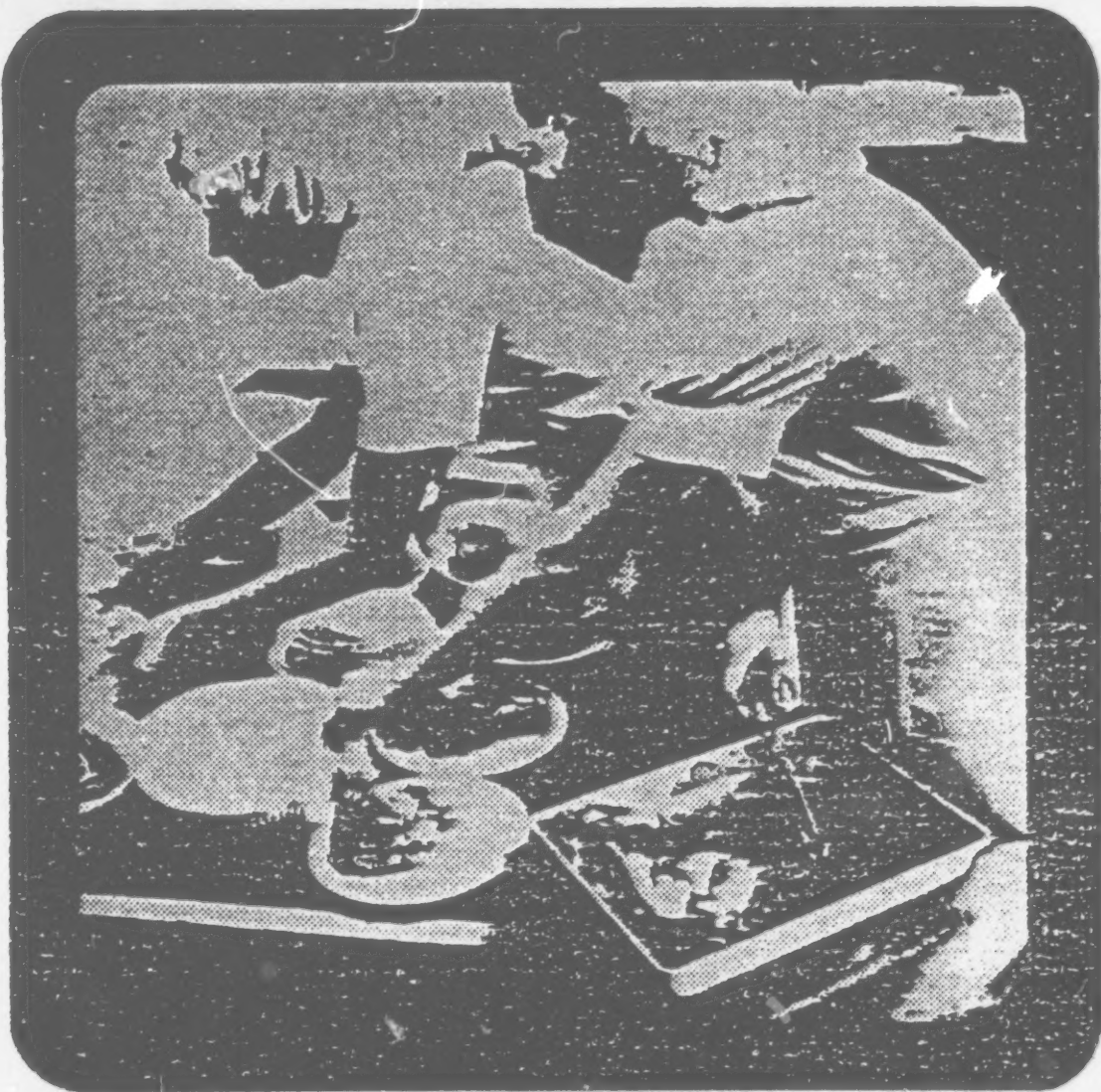


JOB STEPS

8. Remove the faucet and top of sight gauge.



9. Using a small urn brush, clean the faucet and sight gauge.
10. Using clear water, rinse faucet and sight gauge and then put back together.
11. Rinse urn in clear water 2 or 3 times.
12. Using clean cloth and detergent solution, wipe off the outside of the urn.
13. Using dry cloth, dry and polish urn.
14. Put dirty rags in proper container and return all materials



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 029 date: 3/77 level: I

skill title: Conducting A Sanitation Inspection

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

SANITATION INSPECTION: Is a check to make sure the food handling area is clean.

SANITARY: Clean.

PERFORMANCE OBJECTIVE

You are going to learn:

How to conduct a sanitation inspection.

And in order to do this you will need:

Pencil

Clipboard

Sanitation Checklist

Food handling area (such as a hospital dietary department)

We will know you can do it when:

You check each item on the checklist and then, correctly decide whether or not it meets the sanitary requirements.



INFORMATION

Food and dirt left around a food handling area can cause bacteria and germs to grow. Many germs and bacteria can cause illness. Food handling areas must be checked to make sure it is free of food and dirt on all surfaces.

READ:

Sanitation of Food Service Pages 1-29

Food Service Manual Pages 205-223

JOB STEPS

1. Gather materials and go to your work area.
2. Review sanitation checklist.
3. Ask the food service manager for permission to conduct a sanitation inspection. Tell him/her this a learning experience for you.
4. Walk through each area, looking at all surfaces, containers, racks, walls, under counters, etc. Be thorough but quick. Do not get in the way of other workers.
5. As you inspect, record your comments on the checklist.
6. Turn the checklist in to your instructor.
7. Put away all materials.
8. You will have to know and to spell the technical words.
9. Study the different types of bacteria or germs listed below that cause illness. Be sure that you know how to prevent these illnesses.

Salmonella - A type of harmful bacteria which may be found in protein containing foods such as poultry, fish eggs, puddings, custards, meat salad, etc. Can be destroyed by thorough cooking of these foods, then immediately cooling below 45°F or holding above 140°F, and by thoroughly washing all cutting boards, knives, and other utensils which come into contact with these foods immediately after use.

JOB STEPS (Continued)

- Trichinosis - A food-borne illness caused by harmful bacteria which may be found in pork. Can be prevented by thorough cooking of all pork products and by purchasing only government inspected and approved pork.
- Streptococcus - A harmful type of bacteria which is carried in the nose and throat discharges of people with respiratory infections. May be prevented by proper use of a handkerchief when coughing or sneezing, thorough handwashing after using a handkerchief, sterilization of dishes and utensils after use, and by not allowing sick employees to work.
- Staphylococcus - A harmful type of bacteria which is transmitted to foods by employees with colds, sinus boils, or pimples. These bacteria grow best in protein containing foods, and infection may be avoided by not allowing employees with the above conditions to work by careful handwashing and by holding protein-containing foods above 140°F or below 45°F.
- Botulism - A very serious, often fatal, type of food poisoning which is caused by improper canning of non-acid foods. May be prevented by purchasing only commercially canned foods and by refusing to accept damaged cans.
- Amebic Dysentery - Parasitic infection of intestinal tract and is spread through careless handwashing practices, contaminated water or milk supply and infected rodent or fly droppings. Controlled by careful hygienic practices by food handlers, control of flies and rodents, and safe guarding water and milk supplies, and excluding carriers of disease from food service occupations.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 030 date: 3/77 level: I

skill title: Operating a Dish Machine

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

DISH MACHINE - A conveyor belt which moves dishes through washing and rinsing compartments.

STERILE - Free from bacteria and germs.

PERFORMANCE OBJECTIVE

You are going to learn:

How to wash dishes using a dish machine.

And in order to do this you will need:

Dirty dishes

Dish Machine

Racks

Brush

Place to wash your hands

Dishwashing powder

We will know you can do it when:

You can wash dishes with an institutional dishwasher and then, unload dishes which are clean, dry and sterile.

WORD GUIDE

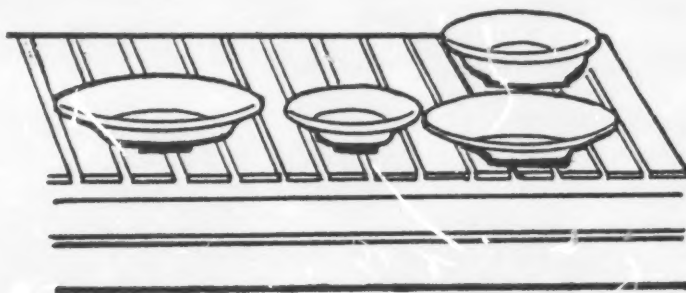
STERILIZE - Destroy germs and bacteria.

INFORMATION

Bacteria and germs on the surface of dishes can cause illness. The final rinse of the dish machine is hot enough to sterilize the dishes. Hands must be clean when you unload dishes from dish machine. To avoid putting germs and bacteria on dishes, do not touch the eating surface of dishes.

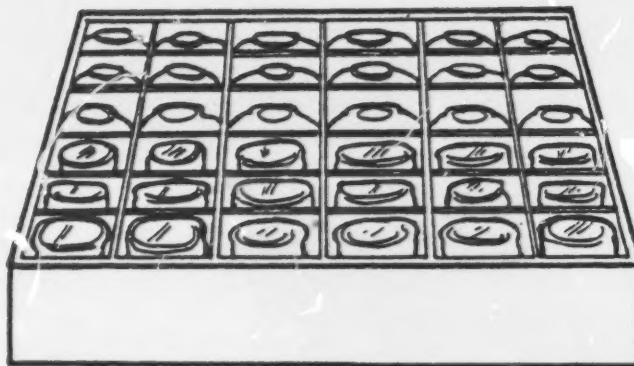
JOB STEPS

1. Gather materials and go to your work area.
2. Sort the dishes, cups, glasses, and silverware.
3. Check the water temperature gauges. Wash should be 150° F. and rinse should be 170° F. Adjust, if necessary.
4. Check dispenser to make sure it is operating and has enough powder. If necessary, fill dispenser.
5. Use brush to clean as you pre-rinse dishes.
6. Place plates and saucers directly on the belt. If racks are used, place dishes together according to size and type. Do not pile dishes.



JOB STEPS

7. Place cups and glasses upside down in racks.



8. To wash, rinse and sterilize dishes, put the rack on the moving belt.
9. Wash hands. Dishes will be clean, dry and ready to store as soon as they reach the end of belt.
10. Store dishes in their proper place.
11. Return all materials.



dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 031 date: 3/77 level: I

skill title: Pot And Pan Washing In A Three Compartment Sink

developed & written by: Linda Gilmore

visuals by: Sherri Baker

WORD GUIDE

SANITARY - To clean free of bacteria and germs.

SANITIZING SOLUTION - a chemical liquid which will destroy bacteria and germs.

PERFORMANCE OBJECTIVE

You are going to learn:

How to wash pots and pans in a three compartment sink.

And in order to do this you will need:

Rubber gloves

Three compartment sink

Dirty pots and pans

Scouring brushes and pads

Detergent

Pre-rinsing hose

Garbage disposal

100°- 120° F. water

170° water or sanitizing solution

Thermometer

Storage space for pots and pans

We will know you can do it when:

1. You wash pots and pans so they are clean and sanitary.
2. You place them so they dry.
3. You put away pots and pans.

INFORMATION

Dishes must be sanitized in the second rinse. To sanitize dishes, use water at least 170° F. If hot water is not available, a sanitizing solution is used.

JOB STEPS

1. Gather your materials and go to your work area.
2. Put on rubber gloves to protect your hands against detergent and hot water.
3. Using scouring pad and hot water, wash down sinks and drain boards.
4. Fill wash sink with hot water 100°-120° F. Use thermometer to check temperature. Add detergent according to directions on the container.
5. Put lukewarm water in rinse sink.
6. Fill sanitizing sink with hot water 170° F. Use thermometer to check temperature. If water 170° F. is not available, fill sink with lukewarm water. Then, add sanitizing solution according to directions on the container.



JOB STEPS

7. Using pre-rinse hose, rinse pans.
8. Using brush or scouring pad, thoroughly wash pans. Be sure to clean corners, crevices, and bottom of pots and pans.

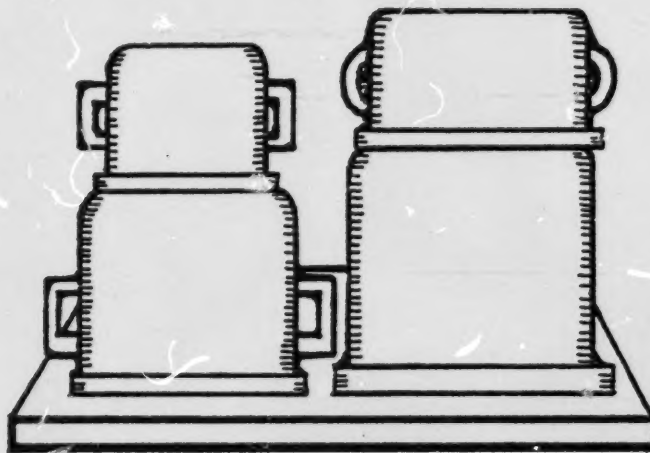


9. Rinse pots and pans in next sink.
10. Place pots and pans in sanitizing sink for two minutes.
11. Stack pans on drainboard to air dry. Drying with a cloth may put germs and bacteria on the pans.



JOB STEPS

12. Check water temperature from time to time. If necessary, add hot water.
13. When rinse water gets soapy, change the water.
14. When you finish washing pots and pans, drain the water in all three sinks.
15. Store pans upside down in their proper place and put away all materials.





dietetic assistant

unit: Housekeeping and Safety

capital area career center

module: 4501 03 032 date: 7/77 level: I

skill title: Preventing Food-Borne Illnesses by Using Proper
Food Handling Techniques

developed & written by: Linda Gilmore

visuals by: _____

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to prevent food-borne illnesses by learning which food-handling techniques and rules you need to know.

AND IN ORDER TO DO THIS YOU WILL NEED:

Checklist of proper food-handling techniques and rules.

WE WILL KNOW YOU CAN DO IT WHEN:

You correctly complete the checklist, indicating that you are aware of current practices and the areas needing improvement.

INFORMATION

Many cases of food poisoning and other illnesses are traced to human contamination of food. For this reason, you must take care when handling and preparing food. There are rules and precautions to know concerning your health. To ensure that you are working at your best and not passing on some illness you must follow rules and take precautions.

JOB STEPS

1. Read through the checklist for Proper Food Handling.
2. Complete the checklist according to instructions listed on it. Ask your instructor where to obtain a checklist. Do not write in this module.
3. Show all work to your instructor.

PROPER FOOD HANDLING

Techniques and rules can help to prevent Food-Borne Illnesses.

Directions: If you currently follow the rule or technique below, mark "I do this now" column. If you do not follow the rule or technique mark "I need to start doing this". Give yourself one point for each time you mark "I do this now". Do not write in this module.

Personal Health	I do this now	I need to start doing this
1. Physical examination at intervals set by public health agencies or the institution for which you are working.		
2. Chest x-ray each year.		
3. Proper care of teeth and mouth; regular visits to a dentist.		
4. Well-balanced meals, and enough sleep.		
5. Report to supervisor all respiratory and gastrointestinal infections.		
6. Report all accidents, injuries, cuts, skin eruptions, and burns, even if they appear minor.		
Personal Cleanliness		
1. Take a bath or shower daily.		
2. Wear clean undergarments every day.		
3. Wear deodorants; perfumes and heavily scented lotions should be discouraged.		
4. Wash hair when hair <u>begins</u> to get dirty.		
5. Wear a clean uniform and apron at all times. If apron becomes soiled, change into a clean one.		
6. Do not wear uniforms over street clothes.		

Personal Cleanliness	I do this now	I need to start doing this
7. Cover long hair with a hairnet (men and women).		
8. Do not wear jewelry on duty. It may catch dirt and carry it to food and equipment.		
Good Work Habits		
1. Wash hands well before starting work, after handling soiled items and after each break from work including visits to the toilet.		
2. Do not cough, sneeze, or blow nose near food or dishes. Use a disposable tissue; cover nose and mouth. Dispose of tissue and wash hands.		
3. Keep hands and fingers away from hair, face, nose, and mouth where food contaminating organisms can be picked up and transferred to food.		
4. To prevent hand contact with food, use spoons, forks and tongs as much as possible.		
5. Pick up serving and eating utensils by their handles or bases. Before serving, this protects the person being served. After serving, it protects you from contamination.		
6. Do not taste food with the ladle or spoon used for preparation or serving. Utensils used for tasting should be washed between tastes.		
7. Do not eat in the food preparation or service areas.		
8. Do not chew gum or smoke in or near food preparation or service areas.		

Good Work Habits	I do this now	I need to start doing this
9. Keep work areas, surfaces, and utensils clean and orderly. 10. Immediately after the food preparation process, foods should be refrigerated to 45° F or below, or heated to 140° F or above. Consider food left spoiled between 45° F and 140° F for two hours or more. (This temperature range allows rapid bacterial growth).		

Scoring:

There are 24 points possible. If you get 24 points, that's excellent, you are using proper food-handling techniques and rules to prevent Food-Borne Illnesses. If you get less than 24 points, this indicates you need improvement in certain areas. Your goal should be 100% in order to prevent all the Food-Borne Illnesses possible.

Unit: Housekeeping and Safety

module: 4501 03 033 date: 8/77 level: _____

skill title: Preventing Accidents by Using the Proper
Safety Procedures

developed & written by: Linda K. Gilmore

visuals by: _____

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

How to prevent accidents by using the proper safety procedures.

AND IN ORDER TO DO THIS YOU WILL NEED:

Hospital dietary department

Pencil

Clipboard

Safety checklist

WE WILL KNOW YOU CAN DO IT WHEN:

You evaluate the hospital dietary department on each item of the checklist and make recommendations where improvement is needed.

INFORMATION

Most accidents can be prevented. Therefore, there is a constant effort to notice and correct a situation which may cause an accident, we are on our way to a safer department.

JOB STEPS

1. Collect materials. Do not write in this module.
2. Go to the hospital dietary department.
3. Observe the operation of the department for 10 minutes. Notice any obvious safety hazards.
4. Next, complete the checklist. Note on the checklist any recommendations you have.
5. Turn in the checklist to your instructor.

SAFETY CHECKLISTBURNS

Yes	No

1. Handles of pans are turned so the pans won't be accidentally knocked off. Recommendations:
2. Burners are turned off when removing pans from stove. Recommendations:
3. Dry pot holders are used to lift hot objects. Recommendations:
4. Fellow workers are warned of hot pans. Recommendations:
5. Steam equipment is in proper working order with no steam leaks. Recommendations:
6. Hot tap water is set at the proper temperature to prevent burns. Recommendations:
7. Lids on pans are lifted away from face and arms to prevent steam burns. Recommendations:

CUTS

Yes	No

1. Broken glass is cleaned up and disposed of properly. Recommendations:
2. Knives are stored properly. Recommendations:
3. Dirty knives are left on the drain board, not in the sink. Recommendations:
4. The safety hood is put over the slicer after it is cleaned. Recommendations:
5. Can opener cuts sharply and leaves no jagged edges. Recommendations:

JOB STEPSELECTRICITY

Yes No

1. Electirc cord are not frayed or cracked.
Recommendations:
2. Outlets are not over loaded.
Recommendations:
3. Hands are dry before touching electircal
Equipment. Recommendations:
4. There are extra fuses for the fusebox.
Recommendations:

FALLS

Yes No

1. Spills are cleaned up quickly.
Recommendations:
2. Corridors and stairways are free from clutter.
Recommendations:
3. Articles on shelves are solid so they won't
fall off. Recommendations:
4. Step ladders are sturdy and in good repair.
Recommendaitons:
5. Brooms, mops, etc. are not left where they can
trip someone. Recommendations:
6. Hallways are well lighted and steps well marked
to prevent falls. Recommendations:

FIRES AND EXPLOSIONS

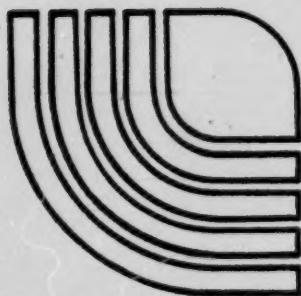
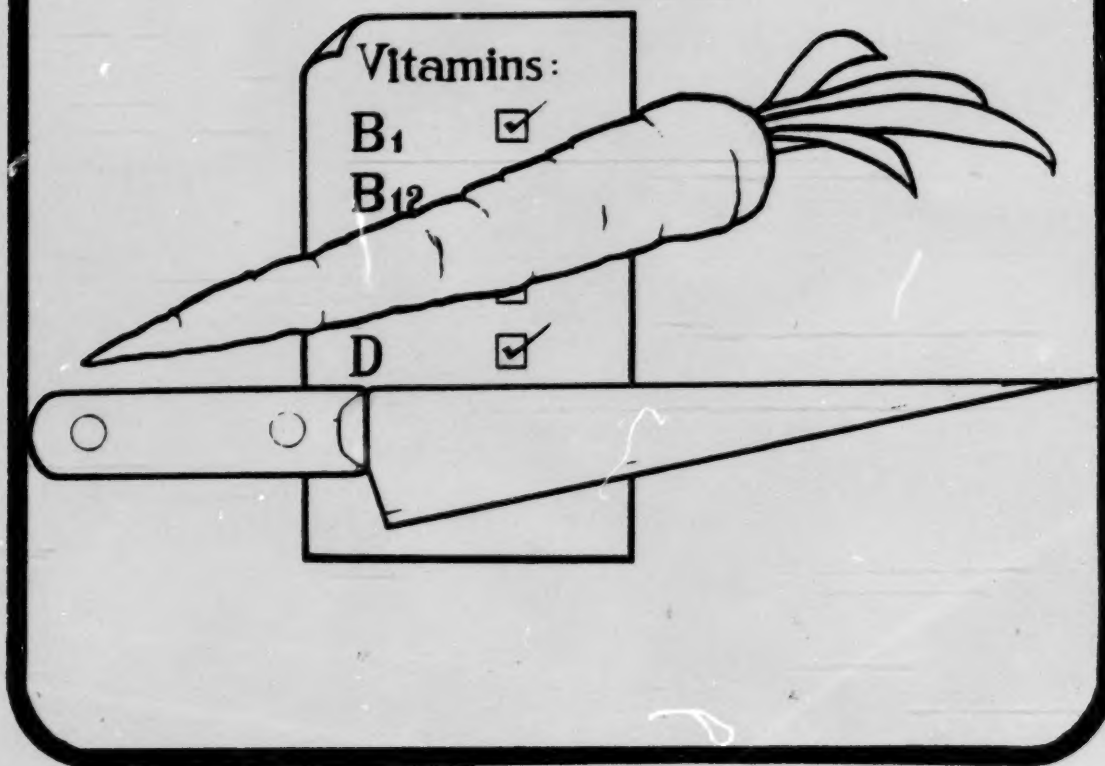
Yes No

1. Gas pipes have been checked by the gas company
for leaks. Recommendations:
2. Matches are kept in a covered metal container.
Recommendations:

JOB STEPS

Yes No

3. Fire blankets are at hand and fire extinguishers are conveniently placed and fully charged.
Recommendations:
4. Fire extinguishers are checked periodically.
Recommendations:
5. First-aid box is at hand and fully supplied.
Recommendations:
6. Matches are lit before turning on the gas jets.
Recommendations:
7. Hot fat is carefully watched; cold fat is stored away from flame. Recommendations:



dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 034 date: August 1977 level:

skill title: Teaching Proper Safety Precautions

developed & written by: Linda K. Gilmore

visuals by: Sherri Baker 502

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to teach proper safety precautions.

AND IN ORDER TO DO THIS YOU WILL NEED:

Completed safety checklist from module 4501 03 033

Poster board and art material

Employees or classmates

WE WILL KNOW YOU CAN DO IT WHEN:

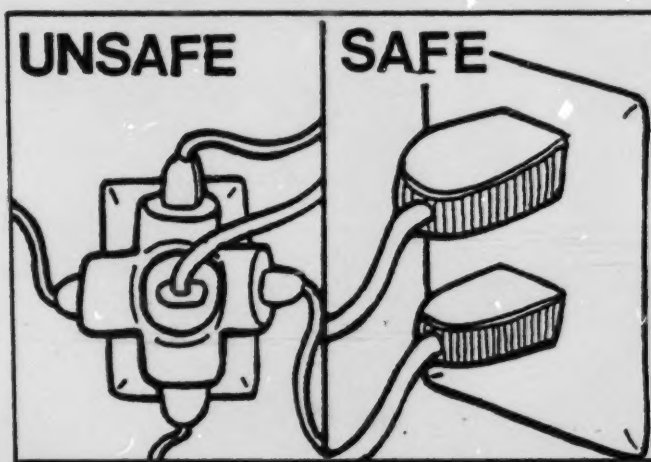
1. You make a poster to show one safety hazard and its preventions.
2. You help the students brainstorm as many safety hazards and their preventions as possible.

INFORMATION

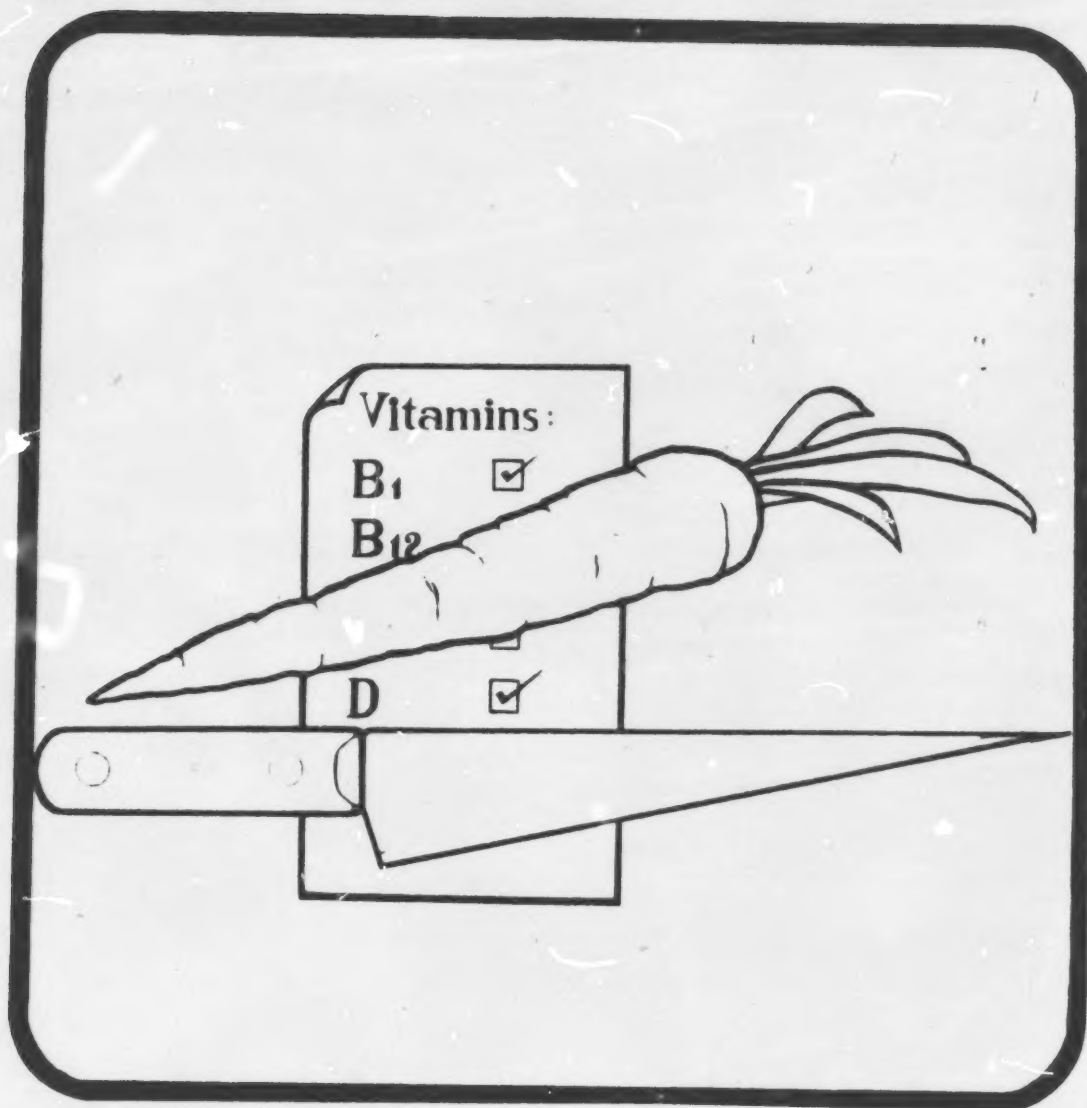
Most accidents could have been prevented. This lesson will help the employees (or classmates) to become aware of hazardous conditions and ways to correct them.

JOB STEPS

1. Collect materials necessary for the poster. Look over the completed safety check list from module 4501 03 033.
2. Choose one common accident of unsafe practice that you observed when completing the check list.
3. Prepare a poster which illustrates the hazardous condition. Then, show the correct procedure.



4. Explain to the employees (classmates) that accidents are caused by unsafe practices, procedures or situations.
5. Show the students the poster of the hazardous condition. Ask them to brainstorm as many other hazardous conditions as possible.
6. Next, ask the students to think of ways that each hazardous condition could have been avoided or corrected.



dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 035 date: May 1977 level: I

skill title: Hand Washing for Institutional Kitchen

developed & written by: Beverly Varney & Barbara MacKinnon

visuals by: Sandra Gostomski

WORD GUIDE

ANTIBACTERIAL - Against germs.
The antibacterial ingredient
in liquid soap is something
added to fight germs.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to do hand washing in an institutional kitchen.

AND IN ORDER TO DO THIS YOU WILL NEED:

Sink

Liquid antibacterial soap in dispenser above sink

Running water

Paper towels in dispenser

Watch

Orange stick

Wastebasket

WE WILL KNOW YOU CAN DO IT WHEN:

1. Your watch is pushed up on your arm.
2. Remove rings, except wedding ring, and place in pockets or pin them to uniform.
3. All surfaces of your hands are washed with soap.
4. Your hands are thoroughly rinsed and dried.
5. No glowing germs show up when your hands and lower arms are under black light.

JOB STEPS

1. Before starting this module, be sure you wear a uniform and that a hair bonnet covers your hair.
2. Remove rings, except wedding ring, and place in pockets or pin them to uniform.
3. Push your watch up on your arm. If you cannot push it up, remove it.
4. Have instructor put "germs" on hands and wrists.
5. Stand back far enough from the sink to keep your uniform from getting wet.
6. Turn paper towel crank five or six times around to get out enough toweling to dry hands.
7. Turn the faucets on. Adjust water to the right temperature (very warm).
8. Hold your hands under the water and rinse them off.
9. Use orange stick to clean nails.
10. Put antibacterial soap on your hands from the liquid soap dispenser.

WORD GUIDE

ROTARY - Twist or revolve.

FRICTION - The force which opposes motion.

JOB STEPS

11. Rub your hands together to make lots of suds. Rub them in rotary friction motion to loosen dirt and germs.
12. Wash the palms of your hands, the back of your hands, between your fingers and your wrists.
13. Take at least 15 seconds to wash both hands and lower arms.
14. Hold your hands under the running water. Hold your fingertips higher than your wrists so that the water runs down toward the wrists.



JOB STEPS

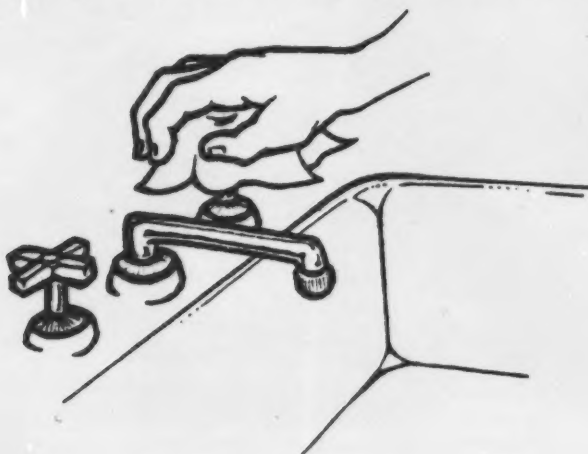
15. Rinse for 1 minute. Hold your hands higher than your elbows.



16. Leave water running.

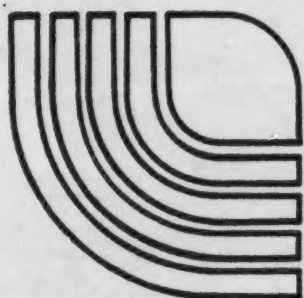
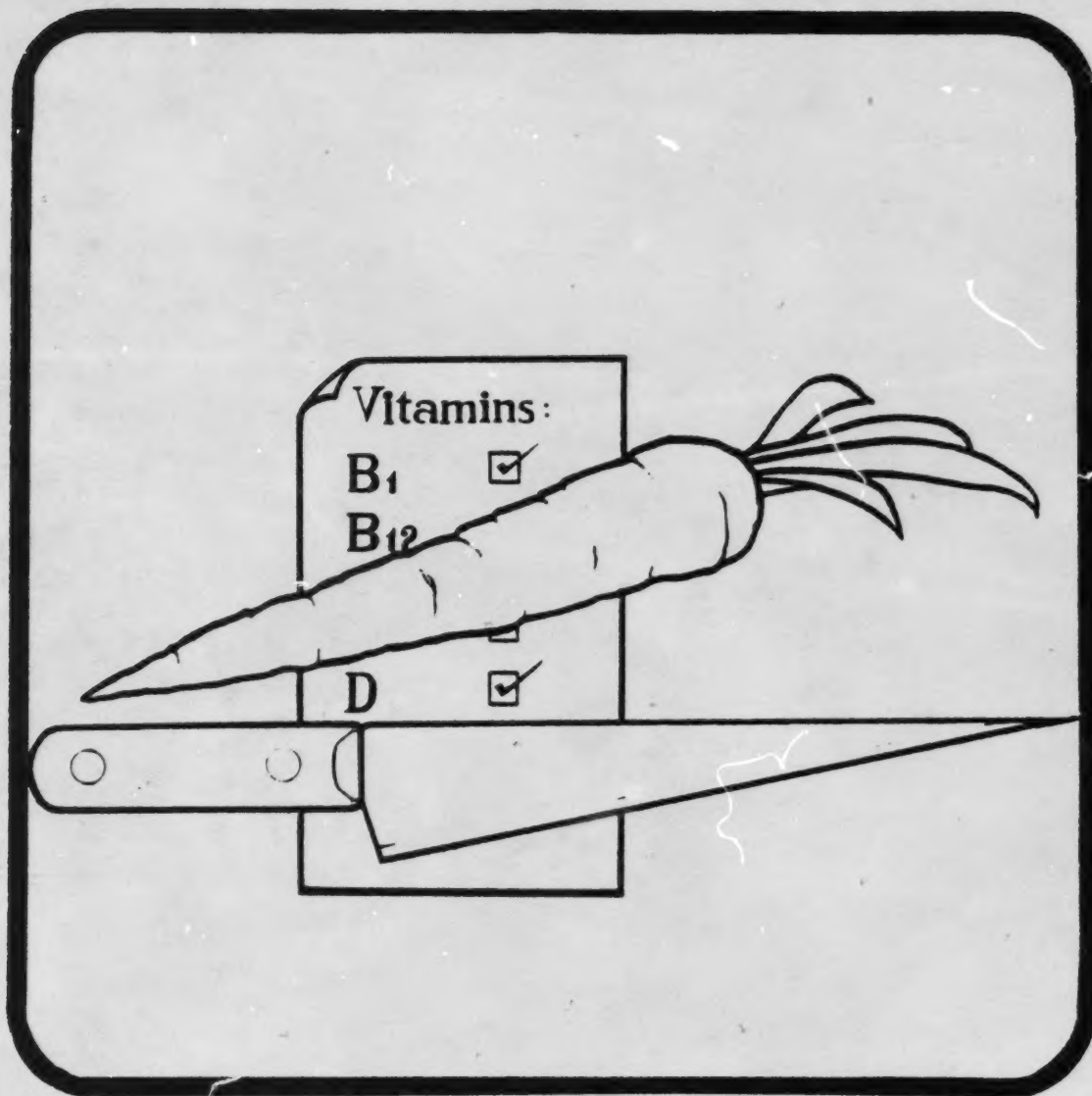
17. Dry your hands from fingertips to wrists with the paper towel that you cranked out before.

18. Using the paper towel, turn off the faucets.



JOB STEPS

19. Throw the paper towel into the wastebasket.
20. Ask your instructor to check your hands and arms with the black light.
21. Practice washing until all the "germs" are gone within 15 to 20 seconds of washing.



dietetic assistant

unit: HOUSEKEEPING AND SAFETY

capital area career center

module: 4501 03 036 date: May 1977 level: II

skill title: Operating a Small Commercial Dishwasher

developed & written by: Nancy Johnson and Barbara MacKinnon

visuals by: Sandra Starnaman

WORD GUIDE

SANITIZER - A chemical used to kill germs or stop the growth of germs on things such as dishes. The sanitizer makes the dishes safe to use for food. Clorox is used in this dish machine.

PERFORMANCE OBJECTIVEYOU ARE GOING TO LEARN:

How to operate an under-the-counter commercial dishwasher.

IN ORDER TO DO THIS YOU WILL NEED:

Under-the-counter type dishwasher with a temperature gauge
Dishwasher detergent
Sanitizer
Dish racks
Dirty plates, bowls, cups, saucers, glassware, silverware,
pots and pans and trays
Clean dish towels
Utility cart

WE WILL KNOW YOU CAN DO IT WHEN:

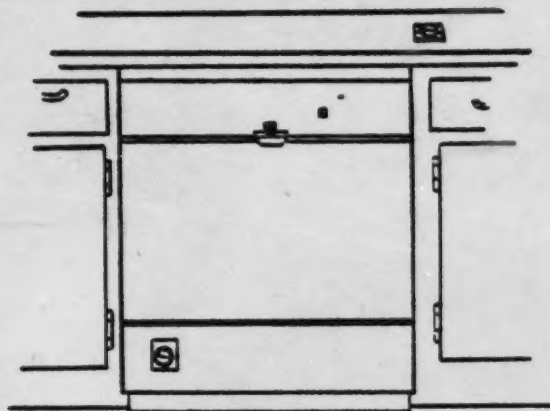
You can wash dishes in the commercial dishwasher so well that:

- A. You load dishes in a way that prevents breaking and lets the washing solution touch all parts.
- B. You add the correct detergent in amounts that will safely wash dishes without waste and without leaving specks of detergent on dishes.
- C. You check the sanitizer level and add more if necessary.
- D. You close the dishwasher and safely start it.
- E. You checked water temperature and reported to supervisor if it was below 120° F. or above 140° F.
- F. You use clean way of handling clean dishes.

JOB STEPS

Before starting this module, be sure you wear a uniform, hair bonnet, and have washed your hands.

1. You are going to learn how to operate an under-the-counter type dishwasher. Here is a picture of this kind of dishwasher. It may be used in very small nursing homes.



2. Get your dirty dishes (plates, bowls, cups, glasses, silverware, pots, pans, trays) and place them on the metal counter top on the left side of double sink.
3. Scrape and rinse food off dirty dishes into the side of the sink where garbage disposal is located. Use a sponge, handwipe or S. O. S. pad.

NOTE: Dish machine does not take off food from dirty dishes.

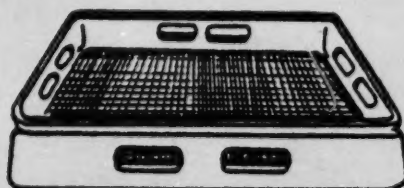
4. Stack rinsed dishes on metal counter top on the side of the sink beside dish machine.
5. Next, check the amount of sanitizer in the container attached to the side of the dishwasher near the back. If the bottle is not half full, fill it with the sanitizer kept under the sink by unscrewing cover from bottle and pouring in the sanitizer.

NOTE: Sanitizing solution is automatically sprayed onto dishes during the rinse cycle of the dishwasher.

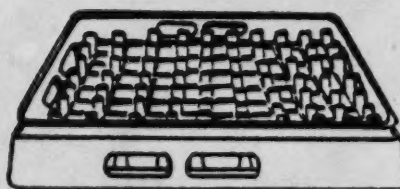
(See illustration on top of next page.)

JOB STEPS

6. Open dishwasher by lifting up the door handle and gently pulling down door. Do not pull hard because door hinges might break.
7. Pull out the racks in the dish machine. There are two racks that can be used separately or together.
 - A. The bottom rack has small holes in the bottom and is for the silverware.



- B. The top rack has larger holes in bottom and has dividers or posts sticking up. Silverware is not used in this rack because it falls through the holes.



JOB STEPS

8. The racks slide in and out on a little track in the dishwasher. Be sure the rack sits firmly on both tracks before you start the dishwasher.
9. To load dishwasher, take out top rack and place on top of dishwasher. Place silverware in bottom rack. Pick up dirty silverware by the handles. Spread out silverware on bottom rack so the water can reach it.



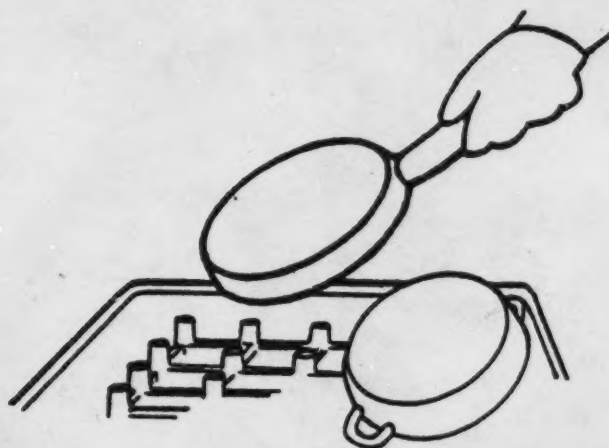
10. Place top rack on top of bottom rack and start loading it with the plates. Stand each plate on its edge and let each plate rest against the posts sticking up in the rack. Put one plate in each place between the posts and have each plate facing the same direction.



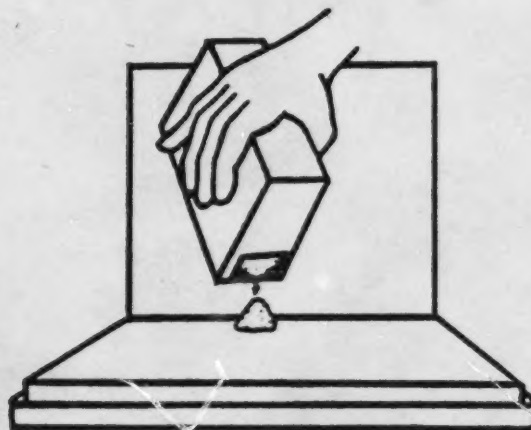
11. Load glasses along the outside of the top rack. Hold onto bottom of glass and turn each glass upside down on rack.

JOB STEPS

12. Load cups upside down in top rack.
13. Load bowls on their side. Rest each against the prongs.
14. Pots and pans can go in the back of the rack. Turn them upside down. Do not over-load machine. Water spray should touch the inside of each pan.
15. Load trays and large pots in the top rack of the dishwasher. The trays are placed on their side against the prongs.



16. Now add the dishwashing detergent. It is used only in dish machine and not used to hand wash dishes. Pour the detergent in a pile near the back of the door of the dishwasher. The amount of detergent should be one tablespoon which is a pile the size of a quarter.



NOTE: If not enough detergent is used, the dishes will not get clean. If too much detergent is used, the dishes will have specks of detergent on them.

JOB STEPS

17. Close door of dishwasher. Push down handle to lock. Push button to the right of the handle. The red light to the right of the machine will go on when the dishwasher is running.



18. Watch the temperature gauge at the bottom of the dishwasher. The needle on gauge should move between 120° F. and 140° F.



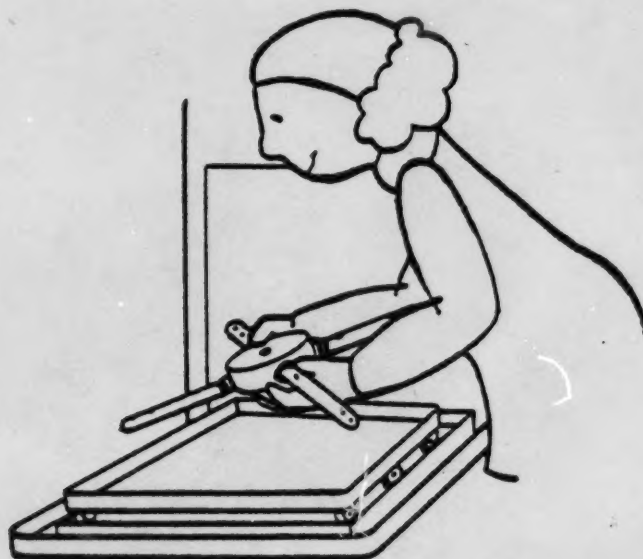
If the gauge does not read between 120° F. and 140° F. within two minutes, tell your supervisor right away.

NOTE: If temperature is too low, the dishes are not safe for food. Also there will be spots on dishes. If temperature is too high, the dishes may be damaged.

19. Dishes are washed within 5 minutes. The motor will be quiet and the red light will go off when cycle is finished. This machine does not dry dishes.

JOB STEPS

20. When cycle stops, unlatch the door and wait a few moments for pump action to stop. Then open the door. When the door is reclosed and latched, the start button must be re-pressed to resume dishwashing cycle. The cycle will re-start where it was interrupted, if you stop machine during cycle.
21. Before unloading machine, wash your hands.
22. Spread out clean dish towels on top of dish machine for dishes to air dry. Dish towels are kept on top shelf of cupboard next to dish machine.
23. Pick up plates and bowls by their edges and stack upside down on top of dish machine.
24. Do the same with the silverware, touching only the handles. For glasses, touch only the bottom. Invert glasses onto towels.
25. Repeat the same with the pots and pans and trays.
26. After the dishes have air dried, place them on utility cart and take them to proper cupboard. Put them away.
27. When all the dishes are washed and removed from dish machine, wipe out the inside of dishwasher with a clean dish towel and allow to air-dry.
28. Once a month open door, roll out rack carrier and put racks on top of dishwasher. Then lift off the 4 way Hydro Sweep by the hub, not by any of the arms.

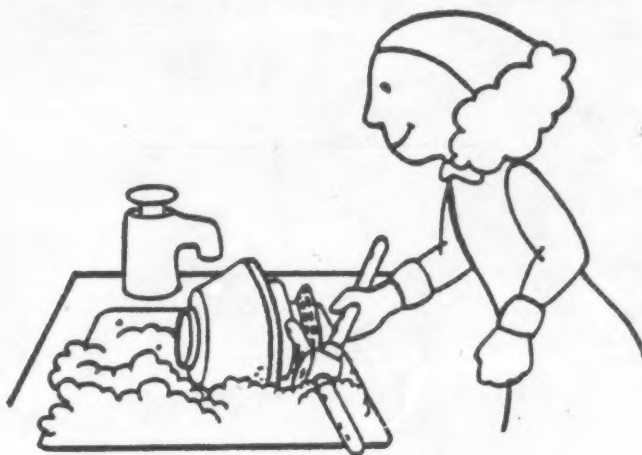


JOB STEPS

29. Lift off the Sani Guard Filter.



30. Clean both 4 way Hydro Sweep and Sani Guard Filter in the sink.



31. When they have air-dried, replace them in the dishwasher.

